

THE
FORTY-SIXTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
(FOR THE YEAR 1879).

Presented to both Houses of Parliament by Command of Her Majesty.



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OF THE

COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1879.

TO

HIS EXCELLENCY FRANCIS THOMAS, EARL COWPER, K.G.,
LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

I.—1. WE, the Commissioners of National Education in Ireland, submit to your Excellency this our Forty-sixth Report. In this Report all statements connected with the expenditure of the public grants and with the results of the Inspectors' examinations refer to the year ended 31st March, 1880; but the statistics connected with the number of schools, number of pupils on the rolls, and the average daily attendance, refer to the year ended 31st December, 1879.

SCHOOLS AND ATTENDANCE.

2. On the 31st of December, 1879, we had 7,522 schools on the Operation List. During the year 74 schools, most of which had been inoperative for a considerable time, were struck off the Roll or suspended, or became amalgamated with other National schools; 153 schools were brought into operation—viz., 108 non-vested, 42 vested, and 3 suspended schools, giving a net increase of 79 schools as compared with 1878.

3. The number of pupils on rolls who made at least one attendance during the last fourteen-days on which the schools were open in 1879, was 559,081.*

*Increase of
Schools.*

*Attendance
on last 14
days Schools
were open
in 1878.*

* The number of individual pupils on rolls who made any attendance at our schools between 1st of January and 31st of December, 1879, was 1,031,925.

Decrease in
average
attendance.

4. The average daily attendance of pupils for the year 1879 was 435,054.

In the early part of 1879, the weather was exceptionally severe. Epidemics of scarlatina and measles prevailed throughout the whole of the year to an unusual extent, and in the last quarter of the year great distress was experienced in the Western and in some other counties. Notwithstanding these serious impediments to regularity of attendance, the average for the whole year fell only 2,198 below the average attendance of the previous year.

5. The per-centage of average attendance of pupils throughout the year to the number on the rolls who attended on any of the last fourteen days of the months preceding the annual examinations is 67·9. These per-centages in 1878 were—in England and Wales, 68·8; Scotland, 76·2; Ireland, 69·2.

Number of
schools in
operation,
and average
daily
attendance

6. The following Table exhibits the number of National Schools as specified in our several Reports, with the average attendance for each of the last twenty years, to 31st of December, 1879:—

Year.	No. of Schools in Operation.	No. of Children in Average Attendance.	Year.	No. of Schools in Operation.	No. of Children in Average Attendance.
1860,	5,632	262,823	1870,	6,806	359,199
1861,	5,830	284,726	1871,	6,914	363,850
1862,	6,010	284,912	1872,	7,050	355,821
1863,	6,163	296,986	1873,	7,160	373,371
1864,	6,263	315,108	1874,	7,257	395,390
1865,	6,372	321,209	1875,	7,267	389,961
1866,	6,453	316,225	1876,	7,334	416,586
1867,	6,520	321,685	1877,	7,370	418,068
1868,	6,586	354,853	1878,	7,443	437,252
1869,	6,707	358,560	1879,	7,522	435,054

Applica-
tions for
grants to
new
schools.

7. The number of applications for grants to new schools dealt with in the year 1879 was 195. In 146 cases we gave the required assistance, either as grants for building, or grants of requisites and in aid of salaries. The remaining 49 applications were rejected.

New
schools.

8. The annexed Return of the 146 Schools added to our list during the Year 1879, shows the number in each Province, with the nature of the Aid granted.

Province.	Requisites, Salary, and Bursar's Fees.	Towards Building and Furnishing Schools.	Total.
Ulster, . . .	40	7	47
Munster, . . .	19	16	35
Leinster, . . .	33	3	36
Connaught, . .	16	12	28
Total, . . .	108	38	146

9. The next Table shows the new schools under Managers of each religious denomination—distinguishing clerical from lay. Religion of Managers of New Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
R.C.*	60	77	9	11	69	88
E.C.*	26	29	11	13	37	42
Pres.*	11	11	2	3	13	14
Others,*	1	1	—	—	1	1
Total,	98	118	22	27	120	145†

10. At the termination of the year 1879, we had on our list 2,073 vested schools, classified thus :—Vested in Trustees 1,196; vested in our Board 791; and 86 for which we held Bonds for the observance of our rules. Of the total number, 101 Schools to which building grants are outstanding, are not yet in operation. Vested schools.

11. The number of non-vested schools in connexion with us on the 31st of December, 1879, was 5,647. Number nonvested.

12. The following Table shows, by Provinces, the literary classification of the 559,081 pupils who actually attended on any of the last fourteen days Schools were open in 1879 : Literary Classification.

Provinces.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class Va.	Class VI.	Total.
ULSTER,	48,556	87,198	33,302	30,651	25,401	16,472	8,670	9,678	205,038
MUNSTER,	28,241	56,073	23,025	22,823	19,914	14,708	8,424	10,530	153,708
LEINSTER,	26,371	22,566	18,124	16,890	12,800	8,192	4,122	4,328	115,688
CONNAUGHT,	15,267	17,080	15,005	14,010	11,244	7,043	3,349	3,504	80,592
Total,	112,435	182,817	90,259	83,576	61,449	46,415	24,565	28,165	559,081
Per-centage,	20.3	18.4	16.2	15.0	12.4	8.3	4.4	5.0	
Per-centage,	20.3	49.6			30.1				

13. The next Table shows the distribution of schools according to counties and provinces, and the attendance and religious denominations of pupils of all schools from which Returns were received for the year ended 31st December, 1879 :— Operation Schools, attendance, &c.

* Throughout this Report "R.C." denotes Roman Catholics; "E.C.," members of the late Established Church; "Pres.," Presbyterians; and "Others," persons of other religious denominations.

† The other school is under official management.

TABLE showing the total number of Schools in each County; the on Rolls; the Religious Denominations of these Pupils; the attended on any of the last fourteen days on which Schools

PROVINCES AND COUNTIES.	Total Number of Schools in County.	Total Number of Schools from which Returns have been received.	Attendance		
			Total Number of Pupils on Rolls within the Year 1878, who made at least one Attendance.		
			Males.	Females.	Total.
ULSTER:					
Antrim,	546	543	48,240	45,341	93,581
Armagh,	238	238	18,048	16,095	34,143
Cavan,	277	275	15,631	14,903	30,534
Donegal,	387	384	23,827	20,547	44,374
Down,	429	427	30,541	28,806	59,347
Fermanagh, . . .	158	157	9,107	7,737	16,844
Londonderry, . .	268	268	16,150	14,832	30,982
Monaghan, . . .	178	178	11,903	11,135	23,038
Tyrone,	360	354	22,292	19,364	41,656
Total,	2,842	2,822	195,799	178,780	372,579
MUNSTER:					
Clare,	221	220	15,772	15,029	30,801
Cork,	681	674	50,672	51,415	102,087
Kerry,	318	314	22,905	22,861	45,766
Limerick,	246	243	16,993	20,245	37,238
Tipperary, . . .	306	303	19,196	20,803	39,999
Waterford, . . .	123	123	7,435	8,108	15,543
Total,	1,895	1,877	132,973	139,461	272,434
LEINSTER:					
Carlow,	71	71	4,362	4,322	8,684
Dublin,	260	259	26,792	31,186	57,978
Kildare,	99	99	8,100	8,377	12,477
Kilkenny,	182	178	10,217	9,908	20,125
King's,	110	107	6,164	8,644	12,808
Longford,	106	102	5,987	6,467	12,454
Louth,	92	92	6,138	6,261	12,399
Meath,	178	174	9,338	8,520	17,858
Queen's,	106	104	6,609	6,507	13,116
Westmeath, . . .	132	131	8,847	8,231	13,798
Wexford,	146	145	8,517	8,781	16,298
Wicklow,	100	99	6,207	5,571	11,778
Total,	1,582	1,561	104,236	109,153	213,389
CONNAUGHT:					
Galway,	311	301	22,472	21,266	43,738
Leitrim,	198	194	12,033	10,864	22,917
Mayo,	307	304	26,894	24,358	51,242
Roscommon, . . .	219	218	15,894	15,545	31,429
Sligo,	168	168	12,438	11,831	24,269
Total,	1,203	1,185	89,729	83,864	173,593
ULSTER,	2,842	2,822	195,799	176,780	372,579
MUNSTER,	1,895	1,877	132,973	139,461	272,434
LEINSTER,	1,582	1,561	104,236	109,153	213,389
CONNAUGHT, . . .	1,203	1,185	89,729	83,864	173,593
IRELAND,	7,522	7,445	522,737	509,258	1,031,995
Per-centage to total on rolls.	-	-	50.7	49.3	-

number from which Returns were received; the total number of Pupils average Daily Attendance for the year; and the number who actually were open in 1879.

for the Year 1879.					Average Daily Attendance for the Year 1879.	Number that actually attended on any of the last 14 Days Schools were open in 1879.	PROVINCES AND COUNTIES.
Religious Denominations of the Total Number on the Rolls for the Year 1879, who made at least one Attendance.							
R.C.	S.C.	Pres.	Others.	Total.			
23,263	17,679	48,875	3,764	93,581	38,238	49,011	ULSTER:
16,501	10,237	6,338	1,047	34,143	14,074	18,493	Antrim.
24,792	4,443	1,188	141	30,534	12,070	15,931	Armagh.
34,395	5,020	4,596	363	44,374	16,112	26,020	Cavan.
17,144	12,140	26,387	1,476	57,347	25,822	32,638	Down.
9,667	6,556	254	373	16,844	6,932	9,861	Fermanagh.
13,068	5,573	11,830	491	30,982	12,992	17,784	Londonderry.
17,010	3,013	3,032	63	23,118	9,264	11,951	Monaghan.
23,329	9,126	8,551	650	41,636	15,931	23,329	Tyrosne.
179,169	73,781	111,261	8,368	372,579	151,285	205,038	Total.
30,373	387	28	11	30,801	13,534	17,634	MUNSTER:
90,909	4,413	387	378	102,077	48,072	53,774	Clare.
45,910	782	30	44	46,766	22,020	27,283	Cork.
36,456	658	62	67	37,234	17,706	21,000	Kerry.
29,055	822	56	66	30,999	18,412	23,322	Limerick.
15,196	272	45	30	15,543	7,211	8,730	Tipperary.
263,901	7,329	608	596	272,434	127,575	153,763	Waterford.
7,931	680	—	4	8,624	3,791	4,811	Total.
52,141	4,681	770	366	57,958	29,583	38,071	LEINSTER:
11,866	524	67	20	12,477	5,365	6,649	Carlow.
19,436	647	27	13	20,123	9,331	12,157	Dublin.
11,922	780	61	43	12,806	5,320	7,169	Kildare.
12,557	706	103	23	13,434	4,937	6,870	Kilkenny.
12,495	432	165	7	13,099	5,615	7,032	King's.
17,078	703	75	—	17,856	8,298	10,302	Longford.
12,306	895	6	9	13,116	5,397	6,749	Louth.
13,214	532	32	21	13,799	5,929	7,506	Meath.
17,816	432	42	8	18,298	8,144	9,971	Queen's.
11,179	569	23	7	11,778	5,181	6,381	Westmeath.
199,841	11,650	1,371	527	213,389	91,101	113,688	Wexford.
43,101	499	99	39	43,738	16,042	20,818	Wicklow.
20,846	1,920	67	84	22,917	9,308	13,187	Total.
50,159	842	178	63	51,242	18,054	23,764	CONNAGHT:
30,864	467	66	2	31,429	11,925	15,677	Galway.
22,091	1,265	189	122	24,267	9,764	13,146	Leitrim.
167,661	5,023	599	310	173,593	65,093	86,592	Mayo.
179,169	73,781	111,261	8,368	372,579	151,285	205,038	Roscommon.
263,901	7,329	608	596	272,434	127,575	153,763	Sligo.
199,841	11,650	1,371	527	213,389	91,101	113,688	Total.
167,661	5,023	599	310	173,593	65,093	86,592	ULSTER.
810,572	97,783	113,839	9,801	1,031,995	435,054	559,081	MUNSTER.
78.6	9.5	11.0	0.9	—	—	—	LEINSTER.
							CONNAGHT.
							IRELAND.
							{ Per-centage to total on rolls.

14. TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls of Mixed Attendance of ROMAN CATHOLIC SCHOOLS.

PROVINCES AND COUNTIES.	Total No. of Schools.	Under Protestant Teachers.						Under	
		No. of Schools.	R.C.	R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.
ULSTER.									
Antrim, . . .	355	278	3,756	10,044	27,623	1,988	43,421	69	7,348
Armagh, . . .	176	166	1,903	6,523	4,376	473	13,355	59	8,108
Cavan, . . .	206	84	731	1,085	587	72	3,285	165	17,583
Down, . . .	270	113	4,489	3,813	3,357	246	11,885	163	19,363
Dublin, . . .	291	267	2,700	7,671	15,460	998	26,829	79	9,064
Fermanagh, . .	132	44	903	3,161	184	181	4,429	63	7,314
Londonderry, .	228	160	3,246	3,911	8,804	391	16,352	43	6,796
Monaghan, . .	144	82	1,454	1,935	2,057	50	5,481	89	12,235
Tyrone, . . .	300	180	3,609	5,638	6,192	493	16,021	143	14,378
Total, . . .	2,112	1,142	23,041	44,038	68,950	4,810	140,840	917	102,227
MUNSTER.									
Clare, . . .	82	2	12	89	17	11	129	80	11,564
Cork, . . .	264	20	203	1,017	186	61	1,567	237	32,636
Kerry, . . .	110	8	30	61	-	-	111	115	21,037
Limerick, . . .	93	-	-	-	-	-	-	90	13,120
Tipperary, . .	134	4	142	172	18	55	387	129	15,367
Waterford, . .	45	1	1	38	-	-	39	42	5,162
Total, . . .	736	30	460	1,417	221	147	2,193	683	68,903
LEINSTER.									
Carlow, . . .	39	7	69	314	-	8	416	32	3,896
Dublin, . . .	112	22	298	1,838	335	63	2,534	69	11,720
Kildare, . . .	30	2	29	61	18	5	113	48	6,638
Kilkenny, . . .	63	3	124	76	-	-	200	50	6,045
King's, . . .	64	4	84	215	11	15	325	57	6,743
Longford, . . .	56	5	123	208	51	-	377	51	7,044
Louth, . . .	42	5	255	146	43	-	484	37	4,700
Meath, . . .	104	4	42	169	44	-	254	97	9,649
Queen's, . . .	52	3	30	172	2	-	204	49	6,933
Westmeath, . .	65	1	5	74	0	3	80	64	6,576
Wexford, . . .	69	3	15	118	23	8	159	66	7,515
Wicklow, . . .	50	2	33	50	-	1	84	54	6,637
Total, . . .	774	61	1,145	3,450	535	120	5,260	681	83,118
CONNAUGHT.									
Galway, . . .	162	2	124	62	1	-	177	97	14,271
Leitrim, . . .	168	13	239	605	2	32	878	95	11,563
Mayo, . . .	166	9	138	346	131	5	620	97	15,028
Monaghan, . . .	83	4	58	134	39	2	210	79	10,751
Sligo, . . .	117	8	140	254	112	55	601	108	15,086
Total, . . .	618	36	694	1,431	285	94	2,504	476	67,699
GRAND TOTAL,	4,138	1,269	23,288	50,346	69,701	5,171	150,566	2,767	351,348

of the 4,136 SCHOOLS from which Returns have been received, exhibiting a
CATHOLICS and PROTESTANTS.

Roman Catholic Teachers.				Under Protestant and Roman Catholic Teachers.							PROVINCES AND COUNTIES.
R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.	E.C.	Pres.	Others.	Total.		
ULSTER.											
266	961	18	8,393	13	1,070	1,391	2,110	352	4,813	Antrim.	
710	274	17	9,101	8	407	580	551	135	1,662	Armagh.	
1,100	133	16	18,906	9	1,016	276	201	11	1,504	Cavan.	
1,250	603	33	21,379	-	-	-	-	-	-	Donegal.	
679	1,126	33	11,102	5	307	221	637	64	1,819	Down.	
1,264	17	23	9,213	5	249	456	16	36	757	Fermanagh.	
316	638	9	7,809	5	107	217	451	54	719	Londonderry.	
373	472	-	13,202	3	56	112	125	5	293	Monaghan.	
2,045	1,249	42	17,715	5	439	274	143	23	691	Tyrone.	
9,185	5,603	191	117,104	53	3,731	3,446	4,204	642	12,113	Total.	
MUNSTER.											
277	11	-	11,832	-	-	-	-	-	-	Clare.	
835	36	23	33,110	7	1,577	430	43	54	1,913	Cork.	
420	9	6	21,474	-	-	-	-	-	-	Kerry.	
244	11	11	12,393	3	179	236	32	39	476	Limerick.	
576	38	11	16,022	1	72	9	-	-	81	Tipperary.	
147	20	6	3,333	2	74	37	17	24	202	Waterford.	
2,419	123	59	100,526	13	1,702	761	92	117	2,672	Total.	
LEINSTER.											
171	-	-	4,067	-	-	-	-	-	-	Carlow.	
331	26	10	12,007	22	4,972	1,544	319	147	7,002	Dublin.	
243	30	3	6,925	-	-	-	-	-	-	Kildare.	
200	4	-	6,250	2	13	160	6	6	163	Kilkenny.	
203	23	1	7,054	3	19	139	13	21	192	King's.	
250	27	3	7,326	-	-	-	-	-	-	Longford.	
90	30	-	4,820	-	-	-	-	-	-	Louth.	
310	22	-	9,560	3	424	45	-	-	479	Meath.	
212	4	-	6,171	-	-	-	-	-	-	Queen's.	
214	18	1	6,300	-	-	-	-	-	-	Westmeath.	
230	19	-	7,793	-	-	-	-	-	-	Wexford.	
277	13	4	6,931	2	122	15	-	-	137	Wicklow.	
2,968	227	26	86,226	32	3,540	1,345	838	214	7,973	Total.	
CONNAUGHT.											
509	22	4	14,608	3	30	93	43	29	197	Galway.	
729	12	19	12,325	-	-	-	-	-	-	Leitrim.	
403	26	3	15,460	-	-	-	-	-	-	Mayo.	
333	22	-	11,111	-	-	-	-	-	-	Roscommon.	
619	35	17	16,157	1	15	53	18	25	109	Sligo.	
2,590	117	43	69,657	4	32	146	63	45	306	Total.	
16,840	6,003	319	374,590	102	11,025	6,236	4,767	1,618	23,666	GRAND TOTAL.	

MIXED SCHOOLS.

15. The following tables show, according to provinces, the total number of Roman Catholic and Protestant Pupils in the Mixed Schools, in 1879, from which returns have been received, and the per-centage of each denomination:—

Total and relative numbers of Protestant and Roman Catholic pupils in mixed schools.

A.—Mixed Schools under ROMAN CATHOLIC Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
2,767	351,349	23,241	93·8	6·2

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	917	87·3 per cent.	12·7 per cent.
Munster, . . .	603	97·4 "	2·6 "
Leinster, . . .	681	96·4 "	3·6 "
Connaught, . . .	476	96·3 "	3·7 "

B.—Mixed Schools under PROTESTANT Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
1,269	25,288	125,218	16·5	83·2

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	1,142	16·4 per cent.	83·6 per cent.
Munster, . . .	30	18·6 "	81·4 "
Leinster, . . .	61	21·8 "	78·2 "
Connaught, . . .	36	27·7 "	72·3 "

C.—Mixed Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
102	11,025	12,041	47·8	52·2

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	53	30·8 per cent.	69·2 per cent.
Munster, . . .	13	63·7 "	36·3 "
Leinster, . . .	32	69·5 "	30·5 "
Connaught, . . .	4	17·0 "	83·0 "

SUMMARY.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance.	
			Roman Catholics.	Protestants.
4,138	387,662	160,500	70·7	29·3

UNMIXED SCHOOLS.

16. The following table exhibits the religious denominations of pupils on rolls of 3,300 schools, attended *exclusively* by Roman Catholic or Protestant children:—

PROVINCES AND COUNTIES.	Total Number of Schools.	Under Roman Catholic Teachers.		Under Protestant Teachers.				
		Number of Schools.	No. of Pupils.	No. of Schools.	No. of Pupils—Protestants.			
					R. C.	Pres.	Others.	Total.
ULSTER.								
*Antrim,	187	39	11,079	148	6,029	18,056	1,386	25,471
Armagh,	62	26	6,903	34	2,415	1,177	422	4,011
Cavan,	67	49	5,450	18	1,122	145	42	1,509
*Down,	105	87	10,503	18	487	576	84	1,097
*Drogheda,	135	28	4,993	107	3,347	9,246	380	12,973
Fermanagh,	25	9	1,121	16	1,129	57	133	1,519
*Londonerry,	36	16	2,919	20	1,011	1,712	123	2,846
Monaghan,	34	24	3,263	10	391	286	—	789
*Tyrone,	52	31	4,822	21	1,100	879	74	2,053
Total,	703	311	50,160	302	17,091	32,246	2,544	51,891
MUNSTER.								
Clare,	131	137	18,799	1	21	—	—	21
Cork,	410	376	62,705	34	2,092	122	230	2,434
Kerry,	156	189	24,825	7	301	21	36	353
Limerick,	150	146	23,143	4	183	19	17	219
Tipperary,	169	167	23,444	2	65	—	—	65
Waterford,	78	78	9,969	—	—	—	—	—
Total,	1,141	1,093	162,886	48	2,662	162	273	3,097
LEINSTER.								
Carlow,	32	29	3,566	3	174	—	1	175
Dublin,	147	130	35,171	17	970	80	84	1,144
Kildare,	49	45	5,199	4	220	16	10	246
Kilkenny,	115	111	13,254	4	232	17	7	246
King's,	45	39	5,076	4	141	12	8	161
Longford,	46	39	5,390	7	213	25	23	261
Louth,	50	45	7,840	6	168	52	7	267
Meath,	70	65	6,933	5	171	9	—	180
Queen's,	52	44	6,221	8	311	—	9	320
Westmeath,	66	60	6,433	6	244	6	16	266
Wexford,	76	73	10,298	1	58	—	—	58
Wicklow,	41	37	4,887	4	227	10	2	239
Total,	707	719	110,030	68	3,439	271	167	3,877
CONNAUGHT.								
Galway,	189	197	28,667	2	43	31	15	91
Lectrim,	86	75	9,044	11	586	53	33	672
Mayo,	198	195	34,893	3	93	21	55	169
Roscommon,	135	134	20,650	1	25	5	—	30
Sligo,	51	45	7,052	6	289	24	25	338
Total,	659	646	99,316	23	1,048	131	128	1,300
GRAND TOTAL,	3,300	2,769	422,900	531	24,150	32,813	3,213	60,165

* There are seven other schools with an unmixed attendance, which cannot be brought under any of the headings in these tables, viz. :—One in Antrim, one in Donegal, one in Down, two in Londonderry, and two in Tyrone.

Unmixed
attendance
average per
School.

17. The average number of Roman Catholic and Protestant pupils on rolls in the unmixed schools, according to Provinces, in 1879, was as follows:—

	A.—Under Roman Catholic Teachers exclusively.		B.—Under Protestant Teachers exclusively.				
	Schools.	R.C. pupils per school.	Schools.	R.C. pupils.	Prot. pupils.	Others.	Protestant pupils per school.
Ulster, . . .	311	161·0	392	45·4	82·2	5·7	130·3
Munster, . . .	1,053	149·0	48	35·5	5·4	5·7	54·6
Leinster, . . .	719	158·0	69	50·4	4·0	2·4	56·8
Connacht, . . .	546	154·5	23	43·5	6·0	5·9	55·4
Total, . . .	2,769	—	581	—	—	—	—
Average per School, . . .	—	132·7	—	45·4	61·6	5·1	113·3

18. The foregoing Returns in reference to the religious denominations of the pupils, include *all the pupils* who made any attendance at our schools on any day between the 1st of January and the 31st of December, 1879. It will be seen that during the year a mixed attendance of Roman Catholic and Protestant pupils was to be found in 4,138 schools, whilst in 3,307 schools the attendance was unmixed.

Per-centage
of Schools
with mixed
Religious
attendance.

19. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils, for each year from 1870 to 1879, is as follows:—

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
Ulster, . . .	82·6	80·1	80·5	79·1	78·7	77·9	76·9	76·4	75·6	74·8
Munster, . . .	40·5	39·5	40·3	41·5	41·4	38·2	39·	40·4	40·4	39·2
Leinster, . . .	46·7	46·6	48·0	49·9	51·4	50·0	51·7	51·	50·7	49·6
Connacht, . . .	48·6	45·8	47·8	47·9	48·1	44·8	47·7	44·9	44·5	43·6
Total, . . .	58·8	57·1	58·1	58·4	58·6	57·1	57·4	56·9	56·5	55·6

MODEL SCHOOLS.

Model
Schools.

20. The number of District and Minor Model Schools in operation at the end of the year was 26—this number is exclusive of the Model Schools in the Metropolitan District. The Results Examinations show that the Model Schools continue to maintain their high character.

21. The number of pupils on rolls who made at least one attendance during the last fourteen days on which schools were open in 1879, was 10,052.*

22. The average daily attendance at the Model Schools for the year was 8,830.

* The total number of pupils on the rolls of the Model Schools who made any attendance for the year ended 31st December, 1879, was 10,548.

23. The per-centage of average attendance of pupils in Model Schools throughout the year to the number on the rolls who attended on any of the last 14 days of the month preceding the Annual Examinations was 81·4

24. RETURN of the RELIGIOUS DENOMINATIONS of the PUPILS on the ROLLS who made any attendance at the DISTRICT and MINOR MODEL SCHOOLS between 1st January and 31st December, 1879; the NUMBER of PUPILS who actually attended on any of the last fourteen days School was open in 1879; and also the AVERAGE ATTENDANCE.

County.	Name of School.	Religious Denominations.					No. of actual attendance on any of the last 14 days School was open in 1879.	Average Daily Attendance.
		R.C.	E.C.	Pres.	Other Protestant.	Total.		
Dublin.	Metropolitan :							
"	Central Model.	2,045	1,109	293	144	3,631	1,833	1,586
"	West Dublin.	566	82	21	4	673	392	317
"	Inchicore.	349	163	12	10	534	350	292
Kildare.	Athy.	4	108	36	9	157	56	86
Cavan.	Bailieborough.	288	104	106	2	480	332	246
Antrim.	Ballymena.	6	65	360	43	474	296	201
Antrim.	Belfast.	50	645	1,197	267	2,159	1,428	1,178
Tipperary.	Clonmel.	114	107	21	5	237	142	126
Londonderry.	Coleraine.	9	77	185	20	291	209	175
Cork.	Cork.	279	402	42	48	771	348	402
Cork.	Dunmanway.	407	32	1	6	446	221	247
Wexford.	Enniscorthy.	13	115	23	8	159	95	83
Fermanagh.	Enniskillen.	27	206	34	49	306	224	187
Galway.	Galway.	39	91	45	20	197	137	105
Kilkenny.	Kilkenny.	13	177	17	9	216	131	120
Limerick.	Limerick.	179	226	32	39	476	271	287
Londonderry.	Londonderry.	4	224	340	38	606	398	341
Armagh.	Newry.	39	206	242	43	530	342	312
Down.	Newtownards.	5	65	478	66	614	399	372
Sligo.	Sligo.	16	124	65	76	274	192	175
Month.	Trim.	145	71	—	—	216	132	116
Waterford.	Waterford.	113	125	31	29	299	165	140
Antrim.	Ballymoney.	15	66	346	3	420	257	259
Antrim.	Carrickfergus.	3	88	260	91	442	329	283
Armagh.	Lurgan.	20	303	164	83	570	403	349
Monaghan.	Monaghan.	21	160	181	9	371	269	233
Tyrone.	N.-T.-Stewart.	—	94	148	15	257	178	154
Tyrone.	Omagh.	12	301	185	33	531	336	316
King's.	Parsonstown.	19	139	13	21	192	117	95
	Total.	4,809	3,667	4,868	1,204	16,548	10,052	8,430

25. The numbers paying school fees at the following rates in the above-named Model Schools on the 31st March, 1880, were:—

At 1s. 1d. per quarter.	2,699 pupils.
" 2s. 6d.	4,010 "
" 3s. 3d.*	10 "
" 5s. 0d.	3,033 "
" 10s. 0d.	773 "
" 20s. 0d.	47 "

10,571

* Special Fee for Soldiers' children, according to War Office Regulation.

The amount apportioned to the Teachers of Model Schools in School Fees during the year ended 31st March, 1880, was £4,997 10s. 11d.; the remainder of the School Fees, £2,222 9s. 3d., was paid into Her Majesty's Exchequer as an Extra Receipt.

26. LITERARY CLASSIFICATION of PUPILS of MODEL SCHOOLS, who actually attended on any of the last fourteen days schools were open in 1879.

COUNTY.	Name of School.	Classification of Pupils.									Total.
		Infants	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.		
Dublin.	Metropolitan:										
"	Central Model.	106	204	179	312	312	340	180	191	1,533	
"	West Dublin.	61	13	74	61	71	48	28	36	402	
"	Ischioree.	72	44	51	53	45	54	22	31	360	
Kildare.	Athy.	10	13	6	11	13	14	7	13	86	
Caran.	Bailieborough.	38	23	28	44	32	33	21	82	302	
Aotrim.	Ballymena.	35	15	24	40	42	45	32	65	296	
"	Belfast.	97	39	139	218	227	253	186	209	1,428	
Tipperary.	Clocomel.	15	17	15	12	20	19	15	29	142	
Londonderry.	Coleraine.	13	11	8	14	18	34	35	76	210	
Cock.	Cork.	25	33	49	38	54	47	38	64	348	
"	Dunmanway.	23	15	24	22	18	38	25	55	211	
Wexford.	Kemisecorthy.	11	6	14	18	15	16	8	7	95	
Formanagh.	Enniskillen.	35	15	19	28	28	33	30	39	234	
Galway.	Galway.	16	10	33	16	21	18	15	20	187	
Kilkenny.	Kilkenny.	30	7	19	30	21	13	13	27	181	
Limerick.	Limerick.	45	15	30	33	37	28	21	62	271	
Londonderry.	Londonderry.	51	37	24	58	52	60	62	58	586	
Armagh.	Newry.	54	24	28	41	56	45	25	68	342	
Dowry.	Newtownards.	23	30	31	40	32	69	53	101	359	
Sligo.	Sligo.	15	9	20	32	27	38	23	38	192	
Monaghan.	Trim.	15	17	14	15	21	16	9	27	132	
Waterford.	Waterford.	27	20	22	29	25	23	13	15	165	
Aotrim.	Ballymoney.	11	16	34	39	17	28	31	81	257	
"	Carrickfergus.	34	39	25	44	37	52	45	53	329	
Armagh.	Lurgan.	40	16	46	31	56	55	41	93	408	
Monaghan.	Monaghan.	45	19	17	35	35	20	29	69	299	
Tyrose.	Newtown-Stewart.	35	10	21	20	18	25	16	23	178	
"	Omagh.	41	38	41	64	41	61	51	63	386	
King's.	Parsonstown.	22	10	9	18	18	13	8	10	117	
	Total.	1,043	612	1,020	1,430	1,427	1,512	1,072	1,722	10,068	
	Per-centage.	10.4	8.1	10.2	14.8	14.2	15.0	10.7	17.1		
	Per-centage.	10.4	32.6			57.0					

WORKHOUSE SCHOOLS.

Workhouse
Schools.

27. The number of Workhouse Schools in connexion with us on the 31st December, 1879, was 158. Of these schools 42 are in Ulster, 48 in Munster, 39 in Leinster, and 29 in Connaught.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the different Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the Consolidated Fund; but the Poor Law Guardians have power, under the Teachers Act, to award from the rates the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of these Workhouse Schools during the year ending 31st December, 1879, was 15,339, and the average daily attendance was 7,902.

Owing to new regulations of the General Prisons Board the Commissioners' Inspectors have ceased to examine schools connected with Gaols.

TEACHERS AND STUDENTS IN TRAINING.

28. The establishments in which the Teachers and Students attending at our Training Institution are boarded and lodged continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for order and discipline, for the exercise of kindly feeling towards one another, and for the careful observance of their religious duties.

The total number of Teachers and Students trained in 1879 was 161, viz: 70 males and 91 females. Of these, 70 were Roman Catholics, 43 late Established Church, 40 Presbyterians, and 8 were of other persuasions. Seventy-five of those trained were Principal or Assistant Teachers, and 86 were chiefly ex-pupil-teachers, ex-monitors, or distinguished pupils of National Schools. The total number trained from the commencement of our proceedings up to 31st December, 1879, was 10,392.

Number of Teachers.

29. We had in our service on 31st December, 1879, 7,361 Principal Teachers and 3,481 Assistants, making, in the whole, 10,842 classed Teachers, of whom 3,447 had been trained in our Normal Establishment. We had also in our service, at the same time, 238 Workmistresses, 85 Junior Literary Assistants, 82 Temporary Assistants, and 22 Temporary Workmistresses.

The Conductors of Convent Schools paid by capitation are not included in this return.

30. The number of teachers in the several classes was as follows:—

Class.	Principals.		Assistants.		Total.	Junior Assistants.	Workmistresses and Industrial Teachers.	Temporary Assistants.		Temporary Workmistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1 st . . .	134	108	8	20	1,033	.	.	.	.	.
2 nd . . .	390	301	29	68		.	.	.	.	.
3 rd . . .	1,341	817	75	269	8,480	.	.	.	.	.
4 th . . .	421	278	61	198		.	.	.	.	.
5 th . . .	1,659	901	358	1,421	6,329	.	.	.	.	.
6 th . . .	624	392	295	679		.	.	.	.	.
Total.	4,569	2,793	626	2,655	10,842	85	238	24	58	22
	7,361		3,481					82		
Gross Total.	11,269									

New
Teachers

31. During the year 1879 there were 490 persons newly appointed as Principal or Assistant Teachers. We have received returns relative to the antecedents of 456 of these new Teachers, of whom 236 were principals, and 220 assistants.

			Prin.	Assist.	
Pupil Teachers,	}	From Model Schools,	37	16	76
Paid Monitors,			9	5	
Pupils only,			4	5	
Paid Monitors,	}	From Ordinary Schools,	88	104	247
Pupils only,			23	32	
Paid Monitors,			71	51	
Pupils only,	}	From Convent Schools,	4	7	133
			236	220	456

Teachers
who have
withdrawn
from the
service.

32. Our Inspectors were directed to limit their returns of teachers withdrawn from the service in 1879 to cases where the withdrawal was of an undoubtedly permanent character. The returns which we obtained refer to the following 399 cases:—

TRAINED.

Cause of Withdrawal.	First Class.		Second Class.		Third Class.		Total.
	M.	F.	M.	F.	M.	F.	
To enter Civil Service,	—	—	1	—	1	—	2
Domestic Duties (Marriage, &c.),	—	—	—	8	—	8	16
Commercial Pursuits,	1	1	2	—	—	2	6
Collegiate or Religious Vocation,	—	—	2	1	—	—	3
On account of Age, Ill Health, &c.	6	6	6	3	4	—	25
Do. on receiving Retiring Gratuity,	12	2	7	4	4	2	31
To teach Schools not in connexion with the Board,	—	—	2	—	—	—	2
Emigrated,	—	1	1	4	—	1	7
Dismissed,	1	—	1	1	4	2	9
Died,	4	4	6	8	4	1	27
Total,	24	14	28	29	17	16	128

UNTRAINED.

To enter Civil Service,	—	—	5	—	17	—	22
Domestic Duties (Marriage, &c.),	—	3	—	10	—	42	55
Commercial Pursuits,	—	—	1	—	7	3	11
Collegiate or Religious Vocation,	—	—	1	1	5	3	10
On account of Age, Ill Health, &c.	—	1	1	1	7	8	17
Do. on receiving Retiring Gratuity,	—	—	2	2	9	3	17
To teach Schools not in connexion with the Board,	—	—	1	—	2	1	4
Emigrated,	—	—	1	4	8	10	23
Dismissed,	—	—	—	—	31	69	69
Died,	—	—	7	5	15	16	43
Total, Untrained,	—	4	19	23	101	124	271
" Trained,	—	—	—	—	—	—	128
							399

PAID MONITORS.

33. The following Table shows the number of Monitors, Male ^{Paid Moni-} and Female, on the 31st December, 1879, of each grade in each ^{tor.} year of service:—

Years of Service.	First Class.		Second Class.		Third Class.	
	Males.	Females.	Males.	Females.	Males.	Females.
1st year, . .	29	90	605	905	136	168
2nd " . .	21	88	583	921	119	149
3rd " . .	36	146	690	1,231	147	152
Total, . .	86	333	1,878	3,057	402	469
	419		4,935		671	
	6,225					

In addition to the Paid Monitors, there was a staff of 187 Pupil-teachers in our Model Schools.

LOCAL AID TO SCHOOLS.

34. The following table, which excludes Workhouse, Lunatic Asylum, and Closed Schools, and schools from which no returns were received, shows, in counties and provinces, the amount of local emoluments, exclusive of Rates, received in aid of salaries of Teachers of 7,284 National Schools during the year 1879, with the average for each school, and for each pupil in daily attendance. Local emoluments.
Teachers.

The return shows an increase upon the previous year of £62 in the school fees of the pupils, and of £778 4s. 10d. in the local subscriptions, &c.; total £840 4s. 10d.; but the Local Rates have continued to decrease since 1876.

PROVINCES AND COUNTIES.	Payments by Pupils.	Subscriptions, &c.	Total.	No. of Schools.	Average No. of Pupils.	Average per School.	Average per Pup. of School Fees.	Average per Pup. from Local Rates.	Average per Pup. of Total Amount paid by Parents.
	£ s. d.	£ s. d.	£ s. d.			£ s. d.	s. d.	s. d.	s. d.
ULSTER:									
Antrim, . . .	10,703 4 11	1,755 18 9	12,558 3 8	538	27,700	23 1 2	5 7½	0 11½	6 6½
Armagh, . . .	2,170 3 2	1,937 18 4	4,507 19 5	235	13,048	19 3 10½	3 8½	2 9½	6 6½
Cavan, . . .	1,654 13 10	967 15 4	2,622 9 2	271	11,925	9 17 11½	2 10	1 8	4 6½
Down, . . .	2,112 18 2	1,766 15 0	3,901 11 2	277	15,913	10 6 11½	2 7½	2 2½	4 10½
Donegal, . . .	6,502 5 3	2,121 11 3	8,623 17 0	423	25,447	20 8 8½	5 1½	1 8	6 10½
Fermanagh, . .	1,218 10 1	799 13 3	2,013 3 9	154	6,892	13 1 5½	3 0½	2 3½	5 10½
Londonderry, .	2,532 10 11	2,710 10 6	5,243 7 3	262	12,797	20 1 3½	3 11½	4 2½	8 0½
Monaghan, . .	1,215 6 4	869 10 0	2,084 17 5	174	8,130	11 19 7½	2 7½	1 10½	4 2½
Tyrone, . . .	2,350 0 1	1,442 19 1	4,040 19 2	346	15,741	11 12 2½	3 3½	1 10	5 1½
Total,	31,003 8 7	14,414 1 8	45,497 8 5	2,780	149,471	16 7 4	4 2	1 11	6 1
MUNSTER:									
Clare, . . .	3,202 18 8	420 10 5	3,621 8 11	212	13,170	17 2 7	4 10½	0 7½	5 6
Cork, . . .	10,456 18 2	3,250 1 3	14,126 19 10	657	47,485	21 10 0½	4 7	1 4½	5 11½
Kerry, . . .	4,208 11 1	1,500 11 0	5,908 19 1	308	21,799	19 3 6½	4 0½	1 4½	5 15½
Limerick, . . .	4,425 17 11	1,199 11 6	5,625 9 5	237	17,373	23 14 8½	5 1½	1 4½	6 6½
Tipperary, . .	4,301 1 3	1,181 16 4	5,382 17 7	295	17,921	18 4 11½	4 8½	1 38 0	5 9
Waterford, . .	1,579 1 7	550 7 2	2,227 0 9	120	6,943	18 12 11	4 10	1 7½	6 3½
Total,	25,764 5 8	8,128 18 1	36,911 3 7	1,825	124,522	20 3 7½	4 7½	1 38	5 11½
LEINSTER:									
Carlow, . . .	630 5 6	544 8 8	1,174 14 2	70	3,764	16 15 7½	3 4½	2 10½	6 3
Dublin, . . .	4,043 7 3	3,801 3 4	8,446 10 9	254	22,691	33 5 1	4 5½	3 2	7 3½
Kildare, . . .	1,155 13 11	532 14 7	1,688 8 6	96	3,193	17 11 9	4 6½	2 6½	6 6
Kilkenny, . . .	1,768 18 4	500 5 2	2,449 8 6	173	9,273	14 3 13	3 9½	1 5½	5 3½
King's, . . .	1,146 13 10	532 8 4	1,638 0 2	104	5,179	16 6 0½	3 5½	2 5½	6 6½
Longford, . . .	921 5 5	571 10 10	1,492 16 5	99	4,809	13 1 2	3 10	1 6½	5 4½
Louth, . . .	843 18 6	762 5 11	1,511 4 5	98	3,568	17 18 0½	4 0½	2 9½	5 15½
Meath, . . .	1,359 8 1	374 2 9	2,205 10 10	180	8,024	13 2 8½	3 3½	2 2	5 3½
Queen's, . . .	575 18 8	796 0 10	1,667 7 6	101	5,277	16 9 9½	3 3½	2 11½	6 6½
Westmeath, . .	1,808 12 3	547 5 10	1,645 19 1	128	5,805	12 7 4	3 9½	1 10½	5 6
Wexford, . . .	1,236 10 2	667 7 9	1,904 5 11	141	7,889	13 10 1½	3 2½	1 8½	4 10
Wicklow, . . .	1,125 14 4	807 10 11	1,933 18 3	113	5,061	20 2 10½	4 5½	3 2½	7 7½
Total,	17,106 14 5	10,713 19 11	27,720 14 4	1,520	88,575	18 4 9	3 10	2 5	6 3
CONNUGHT:									
Galway, . . .	2,556 17 6	1,244 9 10	4,211 7 4	201	15,717	14 9 5½	5 9½	1 7	5 4½
Leitrim, . . .	1,531 19 9	665 18 3	2,197 15 6	191	9,159	11 10 1½	3 4	1 5½	4 5½
Mayo, . . .	2,379 2 1	1,244 0 10	4,123 2 11	295	17,754	13 19 6½	3 3	1 4½	5 18½
Roscommon, . .	2,561 9 5	850 10 2	3,111 19 7	214	11,707	14 10 10	4 4½	0 13½	5 5½
Sligo, . . .	1,680 19 0	805 1 1	2,484 0 1	164	9,638	15 2 11	3 5½	1 0	5 12½
Total,	11,897 7 8	4,507 17 8	18,128 5 5	1,155	63,995	18 19 3½	3 7½	1 4½	5 6½
Grand Total,	83,494 14 3	37,763 17 4	126,257 11 7	7,284	436,503	17 6 8	4 1½	1 9½	5 11

* This sum includes £7,435 11s. the value, estimated by the managers, of free residences and gardens for the teachers.

The next Table shows the amount of school fees and subscriptions received by Teachers each year from 1874 to 1879. There has been a steady increase in the amount of school fees and endowments, though small in the past year; but the local rates have fallen away to a serious extent.

Date.	School Fees and Subscriptions.	Local Rates.	Total.
	£ s. d.	£ s. d.	£ s. d.
1874, . . .	73,551 14 9	—	73,551 14 9
1875, . . .	84,980 4 9	27,918 6 10	112,778 11 7
1876, . . .	107,683 12 5	30,439 19 6	138,185 11 11
1877, . . .	119,577 6 8	21,687 18 10	141,965 5 1
1878, . . .	125,420 2 0	16,791 0 11	142,211 2 11
1879, . . .	126,257 11 7	12,804 18 6	139,062 5 1

35. As the return of local contributions in aid of Teachers' Salaries accounted for each year does not include the total amount of funds annually subscribed in aid of National Education by local parties, we have caused a Return to be prepared showing the total additional sums locally provided in aid of National education in the year 1879. The amount subscribed, £37,905 13s. 3d. was applied to the erection of new buildings, additions to school premises, repairs, improvements of house and furniture, school prizes for encouragement of pupils' attendance, &c. In 1878 the amount similarly subscribed was £41,251 15s. 3d., and for 1877 £43,519 17s. 9d., giving a total for the three years, for which we have got returns, of £122,677 6s. 3d.

Other
Local Con-
tributions.

RESULTS FEES.

36. Results fees under the ordinary regulations were payable only to the teachers—

Results
fees

- (a) Of schools in contributory Unions (under the Act 38 and 39 Vict., cap. 96), in the proportion of two-thirds from the Imperial grant to one-third contributed from the rates;
- (b) Of schools in non-contributory Unions of one-third only.

The number of Poor Law Unions contributing under the Act 38 & 39 Vict., cap. 96, during the year ended 31st March, 1880, was 21,* and the amount paid out of the rates in aid of the incomes of the teachers was £12,804 13s. 6d. (including £388 0s. 2d. paid on outstanding claims of previous years). The Unions non-contributory numbered 142.†

The contribution from the Unions involved a payment from the Parliamentary Grant of £25,622 1s. 11d. in results to the teachers of the contributory Unions.

But with a view of relieving the condition of the teachers of schools in non-contributory Unions, by enabling them to participate in the contingent results fees—so far as it might be possible to do so without departing from the principle of requiring local contributions as the condition on which the second moiety of the results fees from the Imperial grant could be paid—the Government authorized the Board to pay the second moiety to the teachers, in all cases where the local contributions amounted to a sum equalling:—

- (a) At least 3s. 4d. per child, per annum, of the average attendance of the school, and also equalling
- (b) At least half the amount of the results fees which might have been granted under the Act to the teachers of the same school had it been situated within a contributory Union

The result of this arrangement was—

- (1.) That in 5,756 of the 6,010 schools in non-contributory Unions the conditions entitling the teachers to contingent results fees were fulfilled, leaving only 254 schools which failed to raise the local contributions necessary to secure payment of contingent fees to their teachers.

* For the year 1880-1 the number electing to become contributory is only 12.

† New 150.

- (2.) That the amount of contingent results fees awarded to the teachers, was £53,526 16s. 2d.

37. The advantage gained by the teachers is not to be estimated only by the amount directly obtained from the Imperial Exchequer. By stimulating local effort in support of the schools the local aid increased considerably in non-contributory Unions, as may be judged from a comparison of the total school fees and subscriptions raised in this and previous years; e.g., £84,860 raised in 1875; £107,685 in 1876; £119,377 in 1877; £125,420 in 1878; £126,260 in 1879.

38. Of the unconditional results' fees, £69,859 15s. 1d. was paid within the financial year, and of the contingent results' fees £69,002 18s. 0d., making the total results paid from the Imperial Exchequer £138,862 14s. 1d., to which, as results' payments from the rates of contributory Unions, must be added £12,804 13s. 6d., or a total of £151,667 7s. 7d. of results' fees paid to the Teachers.

Total
amount of
salaries,
gratuities,
&c., paid in
1879.

39. The total amount of salaries, results fees, premiums, gratuities, and other allowances paid by us, including the amount from rates, in the twelve months ended the 31st March, 1880, to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £587,190 2s. 5d. This sum includes the £4,997 10s. 11d. school fees, apportioned to Teachers in Model Schools, and it also includes £5,870 5s. 11d. awarded as retiring gratuities to Teachers of ordinary National Schools, and £3,209 0s. 2d. to Teachers of Model Schools.

Total
Income.

40. The total income of the teaching staff, from all sources, for the year ended 31st March, 1880, amounted to £708,450 3s. 1d.; viz., £569,387 18s. 0d. from Board; £12,804 13s. 6d. from rates; and £126,257 11s. 7d. from payments by pupils (including portion of Model School fees), subscriptions, and the estimated value of Free Residences, &c.; of the total sum 19·6 per cent. was locally provided, and 80·4 per cent. was derived from the funds placed at our disposal by the State.

RESULTS EXAMINATIONS.

Results
Examina-
tions.

41. Since the 1st March, 1877, each pupil, in order to qualify for presentation at the results examinations, has been required in day schools to make 100 attendances of at least four hours a day, and in evening schools 50 attendances of two hours each evening.

42. The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspection within the year:—

L.—The total number of *distinct schools* examined for Results within the twelve months ended 28th February, 1880, by the Inspectors, and for which we have been able to tabulate the following particulars, was 7,431 composed thus:

No. of Ordinary schools examined,	7,047
„ Model Schools (separate departments)	94
„ P. L. Union (Fees payable at the direction of Guardians),	158
„ Evening,	112
„ Industrial, (Fees not payable by Board,)	20

- (e.) Number of pupils who attended once or oftener within the last fourteen school days of Results year:—

Males, 320,900; Females, 319,293; Total, 640,193.

- (f.) Number of pupils qualified by attendance for presentation at examination:—

Males, 238,472; Females, 236,471; Total, 474,943.

- (g.) Number who were present and examined on day of inspection for Results:—

Males, 226,334; Females, 225,795; Total, 452,129.

- (d.) The average daily attendance for twelve months ending last day of month immediately preceding the Results examinations in these 7,431 schools was—

Males, 219,940; Females, 218,048; Total, 437,988.

The centesimal proportion of number examined to the average daily attendance was 103·2.

43. The following figures show the numbers of pupils examined, and the number who passed at the Results examinations:—

GRADES.	Number Examined.	Number Passed.	Percentage Passed.
Infants,	23,757	84,855*	90·5*
First Class,	78,541	58,931	75·
Second Class,	79,165	59,460	75·1
Third Class,	71,066	49,847	70·1
Fourth Class,	54,967	34,290	62·3
Fifth Class (1st stage), . .	34,311	18,733	54·5
Fifth Class (2nd stage), . .	19,717	11,959	60·6
Sixth Class,	20,605	12,358	59·9
	452,129	330,442	73·

Percentage of pupils examined in each class to the total number examined in all the classes:—

Percentage in Infants' grade,	20·7	Class V. (1st stage),	7·6
Class I.,	17·3	Class V. (2nd stage),	4·4
Class II.,	17·5	Class VI.,	4·6
Class III.,	15·7		
Class IV.,	12·2		100·0

* Infants are not necessarily promoted after satisfactory answering, until they reach seven years of age; the number of infants actually removed to a higher class in 1879 was 47,458.

The per-centage of passes to the number of pupils examined in 1879 was:—

Reading, . . . 91.0	Grammar, . . . 59.6	Book-keeping, . . . 55.2
Spelling, . . . 80.2	Geography, . . . 58.1	Music, . . . 75.4
Writing, . . . 93.3	Agriculture, . . . 46.8	Drawing, . . . 70.1
Arithmetic, . . . 74.2	Needlework, . . . 93.9	Other Extras, . . . 64.7

44. GENERAL ABSTRACT OF ANSWERING.

CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
READING.				GEOGRAPHY.			
Class I., . . .	70,541	71,666	91.2	Class III., . . .	71,066	42,626	59.9
" II., . . .	79,165	50,353	63.6	" IV., . . .	54,967	30,981	56.3
" III., . . .	71,065	64,014	90.1	" V., . . .	34,811	18,337	52.4
" IV., . . .	54,967	50,021	91.0	" V., . . .	19,717	11,073	56.1
" V., . . .	34,811	32,052	92.3	" VI., . . .	20,605	15,544	75.4
" VI., . . .	19,717	18,101	91.8				
" VI., . . .	20,605	19,603	95.1	Total, . . .	290,906	116,561	40.1
Total, . . .	358,372	326,310	91.0	AGRICULTURE.			
SPELLING.				Class IV., . . .	9,715	4,126	42.5
Class I., . . .	70,541	67,482	95.7	" V., . . .	9,431	3,954	41.9
" II., . . .	79,165	61,302	77.4	" VI., . . .	5,761	3,111	53.8
" III., . . .	71,066	54,462	76.6	Total, . . .	31,907	14,568	45.6
" IV., . . .	54,967	40,492	73.5	BOOK-KEEPING.			
" V., . . .	34,811	27,313	78.2	Class VI., . . .	10,640	5,416	50.9
" VI., . . .	19,717	17,714	89.8	" V., . . .	7,420	4,115	55.5
" VI., . . .	20,605	18,388	89.2	" VI., . . .	8,760	5,185	59.2
Total, . . .	358,372	307,543	85.8	Total, . . .	26,820	14,726	55.0
WRITING.				NEEDLEWORK.			
Class I., . . .	70,541	70,540	100.0	Class II., . . .	35,710	23,263	65.1
" II., . . .	79,165	73,189	92.4	" III., . . .	32,492	20,431	62.9
" III., . . .	71,065	57,764	81.3	" IV., . . .	25,558	24,030	94.1
" IV., . . .	54,967	51,560	93.8	" V., . . .	15,531	14,753	95.0
" V., . . .	34,811	32,551	93.5	" VI., . . .	9,277	8,058	86.8
" VI., . . .	19,717	18,104	91.8	" VI., . . .	9,244	8,430	91.2
" VI., . . .	20,605	19,734	95.7	Total, . . .	138,408	120,747	87.3
Total, . . .	358,372	334,623	93.4	MUSIC.			
ARITHMETIC.				Class II., . . .	14,787	10,707	72.4
Class I., . . .	70,541	63,426	89.9	" III., . . .	14,558	11,623	79.9
" II., . . .	79,165	65,723	83.1	" IV., . . .	12,183	8,891	72.9
" III., . . .	71,065	53,670	75.5	" V., . . .	13,164	10,150	77.1
" IV., . . .	54,967	37,085	67.5	" VI., . . .	8,702	4,625	53.1
" V., . . .	34,811	19,608	56.3	Total, . . .	60,790	46,026	75.7
" VI., . . .	19,717	12,339	62.6	DRAWING.			
" VI., . . .	20,605	12,989	63.0	Class III., . . .	6,410	4,081	63.7
Total, . . .	358,372	253,936	71.2	" IV., . . .	6,743	4,435	65.7
GRAMMAR.				" V., . . .	8,359	6,258	74.8
Class III., . . .	71,066	43,118	60.7	" VI., . . .	4,410	3,582	81.2
" IV., . . .	54,967	29,261	53.2	Total, . . .	35,980	18,444	51.3
" V., . . .	34,811	19,690	56.5				
" VI., . . .	19,717	12,889	65.4				
" VI., . . .	20,605	14,687	71.2				
Total, . . .	200,656	119,740	59.7				

EXTRA SUBJECTS.

Music.				Drawing.			
—	No. Ex- amined.	No. of Passes.	Per- centage.	—	No. Ex- amined.	No. of Passes.	Per- centage.
Class II.,	14,787	10,707	72.4	Class III.,	6,426	4,081	63.4
" III.,	14,963	11,623	77.6	" IV.,	6,743	4,438	65.7
" IV.,	12,183	8,891	72.9	" V.,	8,899	6,268	74.6
" V.,	13,164	10,150	77.1	" VI.,	4,410	3,663	83.0
" VI.,	5,703	4,525	79.3				
Total, .	60,799	45,896	75.4	Total, .	25,980	18,444	70.9

EXTRA SUBJECTS—continued.

Subject.	5th Class.		6th Class.		Total.	
	No. Ex- amined.	No. of Passes.	No. Ex- amined.	No. of Passes.	No. Ex- amined.	No. of Passes.
1. Mathematical, Physical, or Applied Sciences, . . .	7,130	3,892	13,333	8,543	20,463	12,437
2. Latin,	172	122	331	249	503	371
3. Greek,	27	16	90	66	117	82
4. French,	328	348	762	879	1,290	927
5. Irish,	218	101	91	42	304	143
6. Special Branches taught to Females only,	8,231	8,651	8,694	2,846	8,945	6,497
Grand Total,	13,321	8,130	18,301	12,327	31,022	20,457

For most of these extra subjects results fees are paid in Primary Schools by the State in Great Britain as well as in Ireland. The money value of the passes gained in Extras (excluding music and drawing) was £4,994 14s.; of this sum £2,506 10s. was the value of passes in Geometry and Algebra; £529 15s. for passes in Latin, Greek, French, and Irish; £966 10s. for proficiency in higher branches of needlework. The remainder, £991 19s., was spread over the other subjects.

The money value of the passes gained in Music and Drawing for the year was £7,711 19s. 6d. The conditions upon which instruction in these subjects is recognised limits the teaching to a small percentage of pupils.

BOOKS AND REQUISITES.

45. The amount received for books, school requisites, and apparatus, sold to National Schools in 1879-80, was £27,034 19s. 3d. The number of orders was 19,547, and the average amount of each order £1 7s. 8d. Books and Requisites.

46. The value of requisites and apparatus granted as Free Stock to National Schools in 1879-80 was £1,907 15s. 2d. The number of Grants was 390.

SCHOOL FARMS AND GARDENS.

47. The total number of School Farms in connexion with the Board on the 31st December, 1879, was 104, of which 4 were School Farms of the First Class, under our exclusive management. All the School Farms were examined during the past year. The ordinary Agricultural Schools under local management were also examined, and special results fees for agriculture were granted upon the answering of the pupils. The total number of pupils

examined in agriculture in this class of schools was 1,630, of whom 1,239 passed in the agricultural programme.

We had also 26 schools having School Gardens attached, for the management of which, and for the agricultural knowledge displayed by the pupils, we granted special agricultural fees, upon the reports of the District Inspectors. The number of pupils examined in the School Gardens last year was 300, of whom 152 passed.

As set forth in table at page 22, there were 31,068 pupils examined in agriculture by District Inspectors in the Ordinary National Schools at the Results' examinations, of whom 14,566 passed. The total number of pupils examined in agriculture during the year 1879 (including the pupils of Ordinary Agricultural Schools and School Gardens, referred to above), was 32,998, of whom 15,957 gained passes for their proficiency in that branch.

TEACHERS' RESIDENCES.

Residences
for
Teachers.

48. The Act for providing residences for the teachers of non-vested National Schools, passed by the Legislature in August, 1875, has not up to the present been so generally availed of as might be expected. The number of applications formally made for loans in 1879 was 39, and the number approved, 37; and grants under the Minute of the Lords of Her Majesty's Treasury to build residences in connexion with vested Schools were made in 4 cases only.

The total number of applications since 1875 for loans was 152, of which 127 were favourably entertained; and the number of applications for grants in connexion with vested schools was 47, of which 31 were aided.

We have to express our regret and disappointment at the apathy exhibited by the managers of National Schools in not availing themselves of the facilities afforded by this measure for providing suitable dwellings for teachers.

49. The number of free residences, throughout Ireland, provided without aid from the State, was 1,267.

Pensions,
for
Teachers.

50. The National School Teachers' Act was passed in the August of this year. It places, from the 1st of January, 1880, a sum of one million three hundred thousand pounds, provided out of the Irish Church surplus, at the disposal of the Lord Lieutenant, with the consent of the Treasury, for grants of pensions or gratuities to classed teachers of National Schools in Ireland, on retirement from the service.

The best results may be expected from this measure of the legislature.

51. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this First day of June, One Thousand Eight Hundred and Eighty.

(Signed),

WM. HOMAN NEWELL, }
JOHN E. SHERIDAN, } Secretaries.



STATEMENT OF ACCOUNT

FROM

1st APRIL, 1879, TO 31st MARCH, 1880,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

The following STATEMENT of ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1879-80, and how they have been distributed :—

	£	s.	d.
The balance on 31st March, 1879,	16,315	17	4
Parliamentary Grant for 1878-80,	681,829	0	0
School Fees received from Pupils attending Model Schools, a portion of which (£4,997 10s. 11d.) is included in the payments made by the Commissioners to the Teachers of these Schools, and the remainder (£2,222 9s. 3d.) is passed to Her Majesty's Exchequer,	7,220	0	2
Amount received by the Commissioners on Sales of Farm Produce at their Model Farms (for this kind of receipt credit is taken in preparing the annual estimates as a set off against the expenditure),	5,383	8	6
Amount received for Books and other School Requisites sold to National Schools, and Miscellaneous Receipts (£430 6s. 1d.), which are payable to Her Majesty's Exchequer,	27,426	10	0
Dividends on Legacies and Donations (private contributions) invested in Government Securities,	85	2	9
Income Tax deductions, payable to Inland Revenue Department,	922	10	3
Received from Her Majesty's Stationery Office for Requisites,	38	15	4
Sundry repayments of moneys due to the account of the vote of previous year (1878-79),	440	11	5
Contributions from Poor Law Guardians from the Union Rates in aid of Results Fees to Teachers of National Schools,	12,050	4	6
Total of Receipts,	£751,712	0	3

The EXPENDITURE during the year was as follows:—

	£	s.	d.	£	s.	d.
OFFICE IN DUBLIN:						
1. Salaries and Wages,	22,908	6	7			
2. Travelling Expenses,	359	10	1			
3. Legal Expenses,	152	1	5			
4. Rent,	106	2	11			
5. Incidental Expenses,	233	11	1	23,759	12	1
INSPECTION:						
1. Salaries,	27,506	7	8			
2. Travelling and Personal Allowances,	9,505	10	11	37,011	18	7
NORMAL ESTABLISHMENT:						
1. Salaries, Professors, &c.,	—			2,249	13	7
TRAINING INSTITUTION:						
Males—Superintendence, &c.,	213	0	1			
Maintenance,	1,893	3	9			
General Expenditure,	80	0	0			
Females—Superintendence, &c.,	207	7	1			
Maintenance,	1,970	3	8			
General Expenditure,	192	19	1			
Miscellaneous Expenditure,	305	4	10	4,861	18	6
MODEL SCHOOLS:						
Metropolitan,	7,959	7	8			
District,	24,445	6	6			
Minor,	6,502	6	0			
Retiring Gratuities to Model School Teachers,	3,209	0	2	42,116	0	4
ORDINARY NATIONAL SCHOOLS:						
1. Principal and Assistant Teachers— Salaries, £332,602 4s. 1d.,	467,352	9	2			
Principal and Assistant Teachers— Results, £134,730 5s. 1d.,						
2. Workmistresses,				2,648	16	0
3. Good Service Salaries,	4,697	17	10			
4. Monitors,	47,370	5	3			
5. Training Monitors, &c.,	6,032	1	8			
6. Travelling Expenses—Teachers and Monitors' Examination,	350	3	11			
7. Organising Teachers,	691	18	4			
8. Retiring Gratuities,	3,700	18	2			
9. Navigation Teacher,	130	0	0			
10. Incidental Expenditure,	58	7	0			
11. Repayment to General Post Office of Commission to Local Postmasters,	183	18	4	535,416	15	8
Carried forward,	—			645,415	16	9

STATEMENT of ACCOUNT—continued.

	£	s.	d.
Carried forward, . . .	751,712	0	3
.			
/			
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.			
Total of Receipts, £751,712	0	3	

EXPENDITURE during the year—*continued*.

	£	s.	d.	£	s.	d.
Brought forward,	—			645,415	18	9
AGRICULTURAL ESTABLISHMENTS:						
General Superintendence and Inspection,	797	16	2			
Albert Training Institution,	2,265	17	1			
Model Farms and Agricultural Schools,	6,002	1	2			
				9,125	14	5
Private Contribution Fund, Payments to Teachers from,	—			104	8	0
Rates Contributions in aid of Results Fees, Payments to Teachers from,	—			12,820	1	4
Moieties of Reimburse of Teachers' Residences repaid to Managers by Commissioners,	—			75	10	1
BOOK AND SCHOOL APPARATUS DEPARTMENT:						
Purchase of Books and other requisites —Wages of Packers, &c., &c.,	—			34,682	10	8
Payments to Inland Revenue Department of deductions for Income Tax.	—			951	9	7
Payments to Her Majesty's Stationery Office of amount of Sales of Account Books, Commissioners' Rules, and Reports, &c., to Managers,	—			34	5	1
PAYMENTS TO HER MAJESTY'S EXCHEQUER:						
Amounts received on Sales of School Requisites,	27,523	12	0			
Amount of unappropriated balance of Fees of Model School Pupils,	2,331	16	0			
Amount of Miscellaneous Receipts, including proceeds of Sales of certain Farms, and Stock, &c., thereon,	4,412	6	10			
Savings on the Parliamentary Vote of 1878-9 surrendered,	414	1	6			
				34,871	16	4
Total of Payments,				757,881	14	3
Balance on 31st March, 1880,				£13,830	6	0

NOTE A.—The following Table shows the amount of School Fees received from Pupils in the Model Schools severally, and also the Expenditure on each School. Under head of Salaries and Allowances are included the amounts apportioned to Principal and Assistant Teachers out of the Fees paid by the Pupils:—

Name of Model School.	Average Daily Attendance.	Receipts in Fees.	Expenditure (including a portion of School Fees).					
			Salaries and Allowances.		General Expenditure.		Total.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Central,	1,686	1,613 2 10	5,395 2 4	17 13 10	5,412 16 2			
West Dublin,	317	206 11 10	1,899 14 2	74 0 0	1,973 14 2			
Glasnevin,	95	40 5 0	366 3 8	41 1 4	407 4 7			
Inchicore,	292	152 0 9	696 6 11	8 5 10	704 12 9			
Athy,	80	86 8 11	676 1 0	53 8 4	729 9 4			
Baileboro',	285	133 3 4	1,103 10 0	68 17 4	1,172 7 4			
Ballymena,	254	195 9 10	1,027 18 3	71 19 1	1,099 17 4			
Belfast,	1,178	808 11 8	4,517 14 6	262 14 2	4,780 8 8			
Clongmel,	183	99 8 1	736 7 5	60 16 8	797 4 1			
Coleman,	175	176 13 8	971 6 4	78 15 3	1,050 1 7			
Cork,	403	515 2 0	1,838 8 2	135 4 9	2,031 13 11			
Dunmanway,	247	98 6 4	922 1 10	70 1 4	992 3 2			
Enniscorthy,	83	81 11 1	314 6 10	51 13 3	366 0 1			
Enniskillen,	187	154 13 7	1,069 3 2	127 18 4	1,197 1 6			
Galway,	105	99 0 5	685 18 0	107 8 4	793 8 4			
Kilkenny,	120	84 7 4	582 10 9	132 15 6	715 6 3			
Limerick,	237	257 14 5	1,069 15 7	219 0 4	1,289 15 11			
Londonderry,	341	292 7 11	1,539 3 4	291 10 0	1,740 13 4			
Newry,	312	296 5 6	1,331 12 3	119 3 6	1,450 15 8			
Newtownards,	572	348 9 5	1,579 3 8	101 19 6	1,681 3 2			
Sligo,	173	173 3 8	888 15 4	141 13 5	1,030 8 9			
Trim,	116	72 16 8	598 9 1	86 8 6	684 15 7			
Waterford,	140	156 19 6	778 7 8	163 4 9	942 12 5			
Ballymoney,	259	153 3 4	999 12 5	46 7 5	1,045 18 10			
Carrickfergus,	288	224 5 10	941 0 8	86 4 2	1,027 4 11			
Lurgan,	349	308 18 4	1,264 13 11	07 19 3	1,292 13 2			
Monaghan,	223	187 3 8	778 2 10	45 15 6	824 18 4			
Newtownstewart,	154	89 8 5	544 3 6	42 10 9	586 14 3			
Omagh,	316	230 16 8	1,121 18 10	61 14 2	1,183 13 0			
Parsonstown,	95	105 16 1	481 11 9	40 10 7	522 2 4			
	8,925	7,230 0 3	33,920 4 10	2,905 13 2	36,825 18 0			
Miscellaneous,	—	—	—	—	81 2 2			
	8,925	7,230 0 3	33,920 4 10	2,905 13 2	36,907 0 2			
Deduct School Fees, { Amount paid to Teachers, . . . £4,597 10 11 } { Balance passed to Exchequer, . . . 2,222 9 3 }						7,220 0 2		
Net Cost,						31,687 0 0		

NOTE B.—The Receipts for Sales of Farm Produce, &c., at each of the Farms under the management of the Board, and the Expenditure thereon in 1879-'80, were as follows:—

Name of Farm.	Receipts for Sale of Farm Produce.	Expenditure on Farms, and Training of Students.		
		Maintenance of Agricultural Students, and Salaries of Agriculturists, &c.	Working Expenses of Farm, Live Stock, &c.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Albert,	3,335 11 0	2,365 17 1	2,205 13 1	5,131 10 2
Ady,	683 9 0	179 3 6	310 13 11	869 17 5
Ballymoney,	418 10 2	168 8 4	541 15 11	710 1 3
Munster,	940 14 11	61 10 0	807 18 8	950 9 8
Incidents (Items outstanding from previous year for a farm sold),	5 6 5	9 16 0	17 8 9	27 4 9
	5,383 8 6	2,684 11 11	4,533 11 4	7,518 3 3
		Deduct Receipts,		5,383 8 6
		Net Cost,		2,134 14 9

NAMES OF THE COMMISSIONERS
OF
NATIONAL EDUCATION IN IRELAND,
ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS,
ON
31st DECEMBER, 1879.

Rev. P. SKULDHAM HENRY, D.D., D.LIT.
His Grace The Duke of LEXSTER.
JAMES GIBSON, Esq., Q.C.
Right Hon. MOUNTFORT LONGFIELD, LL.D.
Right Hon. LORD O'HAGAN.
Right Hon. MR. JUSTICE LAWSON, LL.D.
JOHN LENTAIGNE, Esq., Q.B.
JOHN O'HAGAN, Esq., A.M., Q.C.
Right Hon. MR. JUSTICE FITZGERALD.
JAMES WILLIAM MURLAND, Esq., A.M.
Right Hon. LORD CHIEF JUSTICE MORRIS.
Rev. CHARLES L. MORELL.
Rev. JOHN H. JELLETT, S.F.T.O.D.
Most Rev. MARCUS G. BESSEFORD, Archbishop of Armagh and
Primate of all Ireland.
Right Hon. VISCOUNT MONCK, G.C.M.G.
PATRICK JOSEPH KEENAN, Esq., C.B., Resident Commissioner.
Sir DOMINIO J. CORRIGAN, Bart.
VISCOUNT GORMANSTON.
Sir ROBERT KANE, LL.D., F.R.S.
[Ode Vacancy.]

N.B.—The Appendix is in course of preparation.

DUBLIN: Printed by ALEX. THOM & Co., 37, 38, & 39, Abbey-street,
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For Her Majesty's Stationery Office.

APPENDIX

TO THE

FORTY-SIXTH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

FOR THE YEAR 1879.

Presented to both Houses of Parliament by Command of Her Majesty.



DUBLIN:

PRINTED BY ALEX. THOM & CO., 87, 88, & 89, ABBEY-STREET,

THE QUEEN'S PRINTING OFFICE.

FOR HER MAJESTY'S STATIONERY OFFICE.

1880.

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OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, (1879.)

APPENDIX A.

INSPECTORS OF IRISH NATIONAL SCHOOLS.

NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE, 1ST MAY, 1880.

HEAD INSPECTORS.

Name.	Post Town.	Districts in Charge.
Patterson, James,	Dublin, . .	38, 40, 41, 43, 44, 45, 47, 49, 50, 53.
Fitzgerald, Michael, A.B.,	Dublin, . .	18, 22, 24, 25, 27, 28, 29, 30, 33, 37.
Molloy, W. R.,	Galway, . .	12, 20, 21, 26, 32, 34, 35, 36, 42, 45, 51.
Morrell, James,	Belfast, . .	4, 8, 9, 10, 11, 16, 17, 18, 23.
MacShesby, Brian, LL.D.,	Cork, . .	39, 43, 52, 54, 55, 56, 57, 58, 59, 60, 61.
Molloy, John,	Londonderry, . .	1, 2, 3, 5, 6, 7, 7s, 13, 14, 15, 31.

DISTRICT INSPECTORS.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
1	Letterkenny, .	Keehan, M., A.B.	32	Tam, . .	Wingfield, E. J.
2	Londonderry, .	Bola, William, A.M.	33	Mullingar, .	Dewar, E. P. M.A.
3	Coleraine, .	Adair, S., A.M.	34	Galway, . .	Downing, E.
4	Ballymena, .	Keastree, D. J.	35	Ballinaloe, .	MacMillan, William.
5	Droghda, .	MacNamara, J. C.	36	Parsonstown, .	Doran, C. W., A.M.
6	Strabane, .	Nicholls, William.	37	Dublin, North, No. 2.	O'Carroll, F. P.
7	Maghera, .	Steele, J., A.B.	38	Dublin, South, No. 1.	Newall, William O.B., A.M., C.E.
7A	Cookstown, .	Mullally, M., A.M.	39	Lisnaw, .	Bateman, Godfrey.
8	Belfast, North, .	Moran, John, LL.D.	40	Dublin, S., No. 3.	Brown S., LL.D.
8A	Carrickfergus, .	Oshorne, A. T.	41	Portlinton, .	O'Hara, T., A.B.
9	Belfast, South, .	McCallum, J., A.B.	42	Gart, . .	Cox, H.
10	Newtownards, .	Gordon, John.	43	Thurles, .	Earley, P.
11	Lurgan, . .	Brown, James, A.M.	44	Athy, . .	Lane, J. C.
12	Sligo, . .	Starr, S.	45	Ennis, . .	Stronge, S.E., A.M.
13	Enniskillen, .	Hynes, J. J., A.M.	46	Tipperary, .	Cowley, A. S.
14	Omagh, . .	Alexander, T. J.	47	Kilkenny, .	Loughnan, J. M.
15	Dungannon, .	Hamilton, A., A.B.	48	Yongah, .	Weir, W. M.
16	Armagh, . .	Potterton, R., LL.D.	49	Waterford, .	Noloy, Michael.
17	Downpatrick, .	Realy, William.	50	Ennisceorthy, .	Macanally, P. T.
18	Monaghan, .	Sullivan, M.	51	Limerick, .	Seymour, M. S., A.M.
19	Newry, . .	MacCreanor, E.	52	Rathkeale, Co. Limerick.	O'Donoghue, J., A.M.
20	Bellina, . .	Hendon, W. P.	53	Chonnel, .	Power, A.
21	Swindford, .	Barratt, J., A.M.	54	Triloe, . .	Connelly, W.C., R.A.
22	Boyle, . .	McKell, R. C.	55	Millstreet, .	Douvan, H., A.M.
23	Cavan, . .	Meeks, M., A.M.	56	Mallow, . .	Rodgers, John W., A.M.
24	Baileborough, .	Sheffington, J. B.	57	Kilmarney, .	Macnamara, Thad.
25	Dundalk, . .	Wilson, D. M.	58	Bantry, . .	Macdonnell, James.
26	Waxport, . .	McElwaine, A. J.	59	Dunmawway, .	Pedlow, William.
27	Rosecommon, .	Bamford, W., M.A.	60	Cork, . .	Brown, John.
28	Longford, . .	Brown, W. J., M.A.	61	Bandon, . .	Rodgers H. W. M., LL.D.
29	Trim, . .	Connellan, P.			
30	Dublin, North, No. 1.	O'Galligan, G. R.			
31	Ballinamore, .	Brown, William B.			

Appendix A.
List of
Inspectors
of National
Schools.

Appendix A.

Lists of
Inspectors
of National
Schools.

AGRICULTURAL SUPERINTENDENT,

Thomas Baldwin, Esq.

Inspectors not yet in charge of Districts.	Inspectors' Assistants.	Station.
Hogan, James F.	Robertson, William, . . .	Belfast.
Shannon, P.	Clements, William T., . .	Limerick.
	Allman, Samuel, . . .	Cork.
	O'Sullivan, Michael, . . .	Dublin.

Appendix B.

Reports on
the State of
Schools.

APPENDIX B.

GENERAL REPORTS on the STATE of the SCHOOLS, for the
year 1879.

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

Report of
the
Professors.

REPORT of the PROFESSORS on the CENTRAL MODEL SCHOOLS and
on the TRAINING DEPARTMENT, for the Year 1879.

15th March, 1880.

GENTLEMEN,—We beg to submit for the information of the Commissioners, our Report on the Central Model Schools, and the Training Department for the year 1879.

I. CENTRAL MODEL SCHOOLS.

The Central Model Schools consist of one boys' school of 400 average attendance, one girls' school of 330 average, one infant school of 215 average, and seven smaller or "practising" schools, viz.:—four for boys and three for girls, of various numbers in average attendance, from 112 to 45. There is also a small school for infants, a branch of the larger one, with average of about 35, conducted by one of the female assistants.

These smaller schools represent fairly the ordinary run of National schools, so far as size and attendance are concerned; and they are intended as models for observation and imitation by the teachers in training—models not only of the best methods of class teaching (which can be witnessed in all the schools, both large and small), but also of organization, furniture arrangement and general school management.

At the close of 1879 there were on the rolls of all the day schools, 1,801 pupils; and the average attendance during the year was 1,477. In the evening school the numbers were 246 and 109, making in all 2,047 on rolls, and 1,586 in average attendance. In 1876, the year of our last report, the numbers were, on rolls, 1,537, and average attendance 1,259.

Of those on rolls of the day schools at the end of 1879, 56 per cent. were Roman Catholics; 31 per cent. were Protestants of the late Established Church; 9 per cent. were Presbyterians (including 0.3 per cent. Unitarians); a little under 4 per cent. belonged to other Christian denominations; and 0.4 per cent. were Jews.

There is separate religious instruction every day, viz.:—from 10 to 12 o'clock on Tuesday, and from 10 to 10½ o'clock on other days of the week. At these times the Protestant children receive instruction from the clergymen and teachers of their respective denominations; and the

Roman Catholic children from the Roman Catholic teachers of the establishment. *Appendix.*

The secular instruction at which the children of all religious denominations are taught together, occupies $4\frac{1}{2}$ hours ($10\frac{1}{2}$ to 3 o'clock) on Monday, Wednesday, Thursday, and Friday; 3 hours on Tuesday (12 to 3 o'clock); and two hours on Saturday, ($10\frac{1}{2}$ to $12\frac{1}{2}$ o'clock). But besides this there is a "morning class" from 9.15 to 9.55 o'clock. At this time the pupils are encouraged to attend—the teachers being all present; and before half past nine o'clock on every school morning, may be seen the pleasing sight of about two-thirds of the pupils present—their attendance being purely voluntary—and vigorous profitable teaching going on all round. *Report on the State of Schools.*
Report of the Professors.

Of those on rolls, 30 per cent. were in the first and second classes (including 7 per cent. infants); 34 per cent. were in third and fourth classes; and 36 per cent. in fifth and sixth classes.

The average age of the pupils (not including the infants) was 12 years; the average age of the children of the infants' school was 5.9 years.

All the pupils (except the monitors) pay school-fees. The rates are £1; 10s.; 5s.; 2s. 6d.; and 1s. 1d. per quarter, payable in advance. The rate paid by each pupil is determined by the circumstances of the parents, so far as they can be ascertained by careful inquiry from the parents themselves. These rates, it will be observed, suit all the varying circumstances of the classes who usually send their children to the schools. The lowest rate is within reach of the poorest, so that none are excluded from the benefits of the schools on account of poverty, and the highest rate meets the circumstances of those—of whom there are not a few—who could afford to send their children to middle class schools, but who are tempted to place them here by the acknowledged character of the schools, for giving a sound practical education. While the Commissioners make sure, on the one hand, that poor people are not forced to pay more than their narrow circumstances can well afford, on the other hand, they take care that those in good circumstances shall pay rates reasonably proportioned to their means.

At the end of the year there were 13 paying £1 a quarter; 232 at 10s.; 510 at 5s.; 655 at 2s. 6d.; 331 at 1s. 1d.; and 70 free (monitors). The total amount of school-fees received during the year was £1,451 15s. 11d.; the average payment for each pupil in average attendance was 19s. 8d.

We examined the schools for results in the month of May. Of the 1,920 pupils on rolls at the end of the preceding month, 1,273 had made 100 attendances within the year ended the 30th of April, and were therefore, by the rules of the Board, eligible for examination; of these, 1,300 were actually presented and examined. The answering was creditable, as the following figures will show; they are the per-centages of passes to the total number of pupils examined in each of the six ordinary subjects:—reading 96; spelling 93; writing 98; arithmetic 81; grammar 69; geography 86. It should be remarked moreover, that of all the passes, 66 per cent. were passes with credit, and 34 per cent. bare passes. These high per-centages are not beyond what we expected; for as the duty of superintending and directing the teachers in training brings us every day through the schools, we are thoroughly well acquainted with them in all their phases.

Of the boys in fifth and sixth classes, 45 were examined in Euclid and mensuration (first book to the 32nd proposition, and the area of right-lined figures), and 49 in algebra (as far as easy simple equations), of whom 29 passed in the former subject, and 40 in the latter. Another set

Appendix B. of boys were examined, under the Science and Art Department, in elementary mathematics (but not in connexion with our results examination), and of 25 presented, 13 passed. It may be as well to remark here, that under the same Department, 33 boys and 20 girls were presented for examination in electricity and magnetism, of whom 18 boys and 10 girls passed.

*Reports on
the State of
Schools.
Report of
the
Professors.*

In the boys' schools there were classes for the study of Latin and Greek; and there were classes for French in both boys' and girls' schools. The instruction in these subjects was given by extern teachers, who receive no salary from the Board for this duty; but the proceeds of the pupils' fees are handed over to them, viz.:—10s. a quarter for Latin and Greek, (both included), and 5s. a quarter for French. Besides this, the teachers are paid results fees for all passes, viz.:—10s. for Latin, 10s. for Greek, and 5s. for French.

There were 12 presented for examination in Latin, of whom 9 passed; one was put forward in Greek who did not pass; and 26 boys and 38 girls were examined in French, of whom 18 boys and 28 girls passed.

The greater number of the boys can sing in unison with pleasing effect; and a considerable number can also sing a few songs in parts. In the simple elements of the theory of music we found them fairly prepared. The singing of the girls, both in unison and in parts, is—as it has ever been—excellent, considered as school-singing; and their answering in the amount of theory required by the Programme was extremely good.

There is for the girls' schools, a piano class taught by two extern teachers, not in connexion with the Board. There were, on the average 64 pupils in this class during the year. Each pupil is given two half-hour lessons per week, for which she pays 10s. a quarter; and each teacher receives the fees of her own pupils. The teaching is carried on in detached rooms, so that it does not in any way interfere with the ordinary school business.

We examined 261 boys and 304 girls in drawing, of whom 243 boys and 226 girls passed. Of 377 presented in needlework, 347 passed. No results fees were paid for singing or drawing, as these subjects are taught by teachers with special salary for this duty. Neither was needlework paid for in the principal school for girls (School No. 1), as although it is principally taught by the ordinary teachers, they are assisted by a teacher with a special salary for needlework.

The total amount of results fees for all the subjects in all the schools, as determined by our examination, was £263 9s.; which was distributed among the teachers according to the number of passes made by the pupils of their respective schools. The average results fee for each pupil of those examined was 8s. $4\frac{1}{2}$ d.

These schools present at all times of the school-day, a most pleasing picture of intense intellectual life and close work. Though the discipline is good and the pupils well under control, there is a look of freedom and cheerfulness that leaves an observer under the impression—and the impression is not an erroneous one—that the children thoroughly enjoy their work. This was indeed always a characteristic of the schools; but it has been manifestly increased and intensified since the introduction of the results system, which has placed before the minds of both pupils and teachers certain clearly defined objects, to be attained by reasonable effort, and for which they work and strive with the greatest earnestness.

It would be interesting to trace the destinations of the pupils of these schools; and the result would show how very important has been their educational influence in Dublin. The chief part of the boys that

pass through the higher classes enter into commercial life; and we can say from personal observation that in a very great proportion of the large shops and marts of the city—perhaps in the majority—are to be found men who have been educated in these schools; some just beginning life, some in the middle of their upward course, and very many who have won their way to confidential and lucrative posts.

The boys' school sends also a number of young men into the Civil Service, winning the places in fair open competition. During the last seventeen years, that is from 1862, to the end of 1879, about 64 young persons from this school have passed into the Civil Service, some of them mere pupils, some monitors, and some pupil teachers—nearly all of them direct from the school. Of these about 44 have taken junior clerkships, 8 second class assistantships of Excise; and 12 have passed as writers, of whom all or nearly all have become junior clerks in the usual course of promotion.

With very few exceptions all these are still in the Service, and many have already attained to good positions, with a sure prospect of finding their way to the higher branches. They are to be found in every Civil Service office in Dublin, in most of the London offices, and in several of those of other cities and towns.

It must not be supposed that there is the slightest tendency to turn the school into a grinding establishment for winning places in the Civil Service. The boys who, in the ordinary course, and in strict compliance with the Board's Programme, pass through the highest class in the school, invariably come forth able to read with intelligence, to write freely a clear excellent hand, to spell correctly, to perform long calculations and work moderately hard arithmetical exercises, correctly and quickly, to express themselves in writing in simple and correct English; and they have besides a fair knowledge of geography, elementary Euclid, mensuration, algebra, and Book-keeping. Whoever will glance at the Civil Service Programmes will see that this school-course completely covers the Programme of the Excise, and goes a long way—indeed nearly the whole way—to cover that of the second class or Playfair clerkships; so that there is no necessity to turn the school-work aside from its regular course, in order to prepare the boys for Civil Service competition. It merely requires, in the case of individual pupils, that for some time preceding the examination, they direct special attention in their studies to certain portions of subjects mentioned in the Civil Service Programmes.

The following circumstance is a striking illustration of the correctness of these remarks, and redounds moreover very much to the credit of the schools. In 1871 the lower branches of the Service were thrown open to public competition, and the two first examinations under this regulation were held in that year, both in one week; one for second class assistants of Excise, and the other for second class clerkships. These examinations came on the schools of the country, both private and public, by surprise, no special preparation being possible. The result was that two boys of this school took, one of them the first place in the Excise examination, and the other the first place in that for clerkships—the first places he it observed, from all the candidates of the Three Kingdoms, hundreds in number. It is worthy of remark that one of these young men now holds a good position in the Excise, and the other is an inspector of Irish National schools.

There is a staff of 6 pupil teachers and 72 paid monitors, who are carefully instructed by the teachers of their respective schools. All the monitors were examined by us at the results examination in May, whose answering is included in the remarks we have already made in the

Appendix B.
Reports on
the State of
Schools.
Report by
the
Professors.

Appendix B.
Reports on
the State of
Schools.

Report of
the
Professors.

general answering of the school. Without entering into tabulation, we may observe here, that their answering was very good indeed. In addition to this, the second class monitors of third year, all the first class monitors, and the six pupil teachers, were examined with the general body of teachers at the yearly class examination at Easter, some taking third class or C papers, and some second class or B papers, following the Board's Rules in each case. The average answering of the C candidates in all the subjects was 55 per cent, and that of the B candidates 52 per cent.

The evening school is conducted on the same evenings, at the same hours, and in the same manner, as it was when we reported on it in 1876; and the social grades and daily occupations of the pupils are so nearly the same, that it is unnecessary to repeat them here.

The total number of pupils appearing on the rolls during the session ended the 31st of March (which included the last three months of 1878), was 369; of whom 225 were Roman Catholics, 118 were Protestants of the late Established Church; 23 were Presbyterians, and 4 were of other religious denominations.

All the pupils pay: and of the entire number appearing on rolls, 84 paid 10s. a quarter; 82, 7s. 6d.; 121, 5s.; and 82, 2s. 6d. The fees amounted altogether to £142 6s. 8d.; and this, and £14 13s. 6d. results fees awarded by the Commissioners on account of our examination of the school in March, were paid over to the teachers, who receive, in addition a small monthly salary from the Board.

This evening school is a very useful institution to the working classes of Dublin; the pupils are always most attentive and industrious; and in all cases of regular attendance, a very decided improvement can be perceived in the reading, penmanship, spelling and arithmetic of the individual pupils.

II. TRAINING DEPARTMENT.

The long course of training that began in August, 1878, ended in June, 1879. Besides this there were two short courses in 1879, one beginning in January and ending in June, the other beginning in August and ending in December; and there was a special class of 29 members (14 males and 15 females), of whom 24—the normal number—were admitted at the opening of the long course in August, 1878, and the remainder between that date and January, 1879, according as vacancies occurred. The whole number of students admitted to the long course was 164 (69 males and 95 females); and there were in the two short courses 31 (20 males and 11 females).

In August, 1879, 168 students (80 males and 88 females) were admitted to training for a long course to terminate in June, 1880; and a special class of 12 males and 12 females were admitted at the same time.

Of the numbers comprising the long course class of 1878-79 and the two short course classes of 1879 (195 in all), 79 were Roman Catholics; 58 were Protestants of the late Established Church; 49 were Presbyterians; and 9 were of other Christian denominations.

Of the same students, 53 were, before coming to training, principal teachers of National schools, 38 were assistants, 22 were pupil teachers of model schools, 41 were paid monitors, and 41 were pupils of National schools who intended to become teachers.

A student, if a male, must be at least 17 years of age on admission to training, and if a female at least 16. The average age of the male students was 20.8, and that of the females, 20.6.

Before admission, every student of the general or ordinary class signs a declaration that his or her intention is to qualify for the office of teacher; and also engages, under a money penalty, to complete a course of training, and afterwards to pursue the occupation of teacher.

There are sufficient arrangements for the separate religious instruction and religious exercises of the students, who are also afforded every facility for attending Divine worship and performing their religious duties. The conduct of all was satisfactory.

Ample provision is made for the improvement of the teachers—first, in literary and scientific knowledge in accordance with the requirements of the Board's Programme; secondly, in what is even more important, school management and methods of teaching; as to the former, the four professors and the lecturer on physical science divide the subjects among them, so as to cover the whole Programme; and there are besides, special teachers of drawing, singing, classics, and French.

Though in the main we are careful to follow, in our instruction, the course prescribed by the Board, yet we take every opportunity to give the students literary and scientific information from the outside—information not in strictness required by the official regulations—when ever we think it tends to illustrate the subjects we have in hands, to enlarge the minds of the young teachers, or to encourage them to follow up a more liberal course of study when they return to their schools.

Since the date of our last report, a teacher has been appointed and paid by the Board to give instruction in French to the members of the training classes. The students for French (as for the other extra branches) are selected by us, and each receives three hours instruction per week. For various details regarding the studies of the teachers, and the opportunities afforded them of learning Latin, Greek, instrumental music, singing, cookery, needlework, &c., we beg to refer to our last Report, as the arrangements therein described continue to be carried out with no departure of any consequence.

The professors are aided by four training assistants, two males and two females, whose chief function is to improve the students in practical teaching; but they also assist them in their studies at the boarding houses. The training assistants are selected at the commencement of each session, from the special class or from among the best of the members of the preceding training class; and they hold their appointment for one session only.

The following is a sketch of the arrangements for training the students in method and school management.

1. In the lecture rooms they receive from us a course of instruction on the general principles of school education; on method as applied to the subjects of the Programme; and on school management, including the disposition of school-rooms as to furniture, fittings, and school apparatus, discipline and order, the management of monitors, the rules and regulations of the Commissioners, and the method of keeping the school accounts. We endeavour to make this course of instruction cover the whole science of primary school education.

2. Classes are brought from the schools day after day to the lecture rooms; and on these occasions we teach the several subjects of the Programme in presence of the students, after which we cause them to teach, one after another, in our presence and in that of the other students, following as closely as possible the model set before them for imitation.

3. Each of the training assistants teaches a class at least once a week in one of the lecture rooms, in presence of a number of the students.

4. During the whole course, the students are in the model schools on

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5. All the schools are designedly organized on different systems, in order that each teacher may see exhibited in actual practice as many different plans as possible. During the time a student is in the schools, he is obliged to observe carefully their several peculiarities, which are also made the subject of instruction and discussion in the lecture rooms; so that by the end of the course, the teachers become thoroughly acquainted with the system adopted in each; and every individual will afterwards be able to select the plan he thinks best suited to the circumstances of his own school.

The teachers invariably exhibit an anxiety to take advantage of these opportunities of learning; and we are always able to perceive a marked and decided improvement, not only in their teaching, but also in their manner of dealing with children, and of conducting classes and keeping order.

In conjunction with a head and a district inspector, we examined and recommended for classification the members of the long course ending in June, 1879, those of the short course ending at the same time, and those of the short course ending in December, 1879—the examinations taking place at the termination of the respective courses; and the Commissioners afterwards approved and confirmed our classification.

At the time of their admission, 37 of the members of these three courses were in second class; 91 were in third class; and 77 were unclassified. The result of our classification was that 36 were placed in first class; 74 in second; 49 in third; and there were 3 whose attainments were not sufficiently high to enable us to recommend them for classification. Of the whole number that were admitted, 33 left the establishment from various causes before the end of their several training courses, and were consequently marked on our books “not trained.”

As the result of the instruction in drawing and music, we reported to the Board that 79 were competent to teach drawing; 66 to teach singing; and 23 (all females), to play the harmonium.

It ought to be mentioned that in the case of teachers whom we recommend for second or first class, if they have not been, previous to training, principal teachers of schools, the Commissioners attach a condition to their classification, viz.:—that when appointed principals, they are not to be paid the salary of the class they obtain, but of the class next lower, until the inspector has examined the school and certified that it is efficiently conducted.

We are, gentlemen, your obedient servants,

JOHN RINTOUL,	} Professors.
D. O'SULLIVAN,	
J. CORBETT,	
P. W. JOYCE,	

MR. WILLIAM BOLT.

Londonderry, March, 1880.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my general report on the schools under my inspection for the past year.

The area of my district remains unaltered since I furnished my last general report, three years ago. The number of schools also continues the same as I then returned, being 134. In that report I stated that this may be regarded as about the number of schools required to meet the educational wants of the district. I am still of the same opinion, and believe that, though changes will of course occur by the removal of existing schools and the establishment or adoption of new ones, the total number of schools in the district will not undergo any material alteration. Some such changes have taken place during the past three years. Two miserable school-houses have been removed during the past year, and replaced by excellent ones. There has been an improvement of this kind going on steadily for a number of years, hardly any year passing over without two of the worst school-houses in the district being replaced by new ones of the best description. The schools struck off are generally those held in very poor houses, and are in all respects of an inferior description, while the new schools taken into connexion now need, owing to the increased stringency of the Board's requirements, to be held in houses in every respect suitable, provided with all the requisite appliances, and so conducted as to give due promise of successful operation. It is with much pleasure that I record this steady and marked improvement in the matter of school-houses, as it bears very materially on the prospects of education. The repair of the school-houses and furniture has been very well kept up. In several instances where I had to call on managers to undergo very considerable expenditure for repairs, the duty was cheerfully undertaken, and I have been able, without the interference of the office in most cases, to have matters of this nature duly attended to and satisfactorily dealt with.

The attendance at the schools shows a corresponding improvement. The aggregate attendance returned by me three years ago was 5,944: it is now 6,507: the average attendance per school has increased from 47.4 to 49.7. To fully appreciate this increase, it should be borne in mind that the past two or three years have been exceptionally unfavourable to the attendance of the pupils. There have been two very bad harvests, entailing poverty and want, and no cause tells more severely than this on the attendance of children. The winter of 1878-79 was one of most unusual severity, and for a long period, owing to the excessive frost and snow, it was impossible for young children, ill-clothed, to make their way for any great distance to school; for two seasons lengthened periods of rain reduced the supply of turf, small and insufficient for the wants of the people, and during the same period two or three outbreaks of epidemics have swept over the juvenile population of the entire district. That in the face of so many and so serious drawbacks the attendance should show a marked increase is certainly gratifying, and affords reason to believe that under more encouraging circumstances there will be a much greater improvement in the healthy working of the schools. It may fairly be hoped that the circumstances of the poorer classes of the population will soon begin to mend, and that the worst pressure of poverty has already been reached. Over the greater portion of the county Donegal section of my district, the great mass of

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the poorer people are receiving subsistence from the relief afforded by public funds established for the purpose. When the necessity for such relief shall have passed over, there will be more disposition to send the children to school, and more vigour in the work done by them when at school. At the best of times the peasantry in these backward localities have to bear up against poverty and hardship, and in consequence have but little interest in the education of their children, but when the poverty is so pinching as it is at present, this serious drawback becomes much more formidable than usual, and has to be taken into serious account when estimating the difficulties to be contended with in the promotion of popular education.

Three of the schools in my district are inoperative, being on the suspended list: three others taken into connexion during the past year, have not yet been examined for results, and there were two schools in which owing to special reasons no results examination was held during the results year just ended. The number of pupils actually examined for results in the remaining 126 schools was 6,184. The number returned for the same number of schools in my last report was 6,009. It thus appears that the regularity of attendance under unfavourable circumstances keeps pace fairly with the increase in the average attendance.

Having observed on the improvement in the material appliances for education, and the increasing number of pupils availing themselves of the advantages of the schools, it becomes an interesting and important question how far the teachers are manifesting corresponding advancement in fitness for their office, and in the success attending the discharge of their duties. However important it is to have well-built, comfortable, well-furnished school-houses, and a good attendance of pupils, the teacher is the main factor in bringing about the desired result, and in promoting popular education. It seems almost superfluous to state, and yet the statement can hardly be repeated too often, that a good teacher will make a good school under adverse circumstances, and with most discouraging surroundings, while, on the other hand, a worthless teacher, placed in charge of an excellent and successful school and with abundant appliances and means to boot to aid him in keeping it so, will manage to let it slip through his fingers and become worthless like himself. It is satisfactory to be able to report that the teachers as a body continue a respectable, well-conducted class, held in high esteem in the localities in which they labour, and that they discharge their duties with zeal, faithfulness, and success. In point of qualifications there is a very marked improvement taking place in the teaching body. The standard of attainment required for classification has been very properly and advantageously raised, so that many who a few years ago succeeded in obtaining classification would now fail to do so. The strictness with which this standard is applied now, secures that no one will be recognised as teacher of a National school without possessing in a satisfactory degree, the qualifications necessary for successful entering on so important an office. This standard of attainment might with advantage be still further raised in some respects, and no doubt will be in due course of time. I am greatly gratified to observe in most of the young teachers recently appointed a large amount of earnestness and desire to improve the schools placed in their charge. As with the school-houses, so as a general rule with the teachers, it may be expected that those retiring will be replaced by more suitable and more successful instructors. It is true that many of the old teachers who are now about retiring have been extremely useful public servants, and have done a good life's work, but in most such cases ago has

cramped their energies, and successors in the vigour of youth will bring to bear on their work an amount of ardour not to be expected in men whose career was drawing to a close. Most of the old teachers failed to fall in thoroughly with the results system; it was quite new to them, and their prejudices were enlisted against it: they failed to take note of the changes which took place from time to time in the programme and in the regulations, and were consequently frequently disappointed in their expectations. The new teachers on the other hand have had some experience of the new system as pupils or monitors: they have no predilections in favour of the previous system, and they set themselves to carry out existing requirements to the utmost of their ability. While the results of examination are frequently discouraging to both teacher and inspector, yet on the whole there is evidence of sustained and honest work, and I believe the number of schools is increasing in which satisfactory progress can be seen from year to year.

The pension scheme by which provision is made for the compulsory retirement of teachers when they have reached the age of 65 for males and 60 for females, with a comfortable annuity, and for the retirement at an earlier age, and with a smaller annuity of teachers unfitted by ill health for further efficient discharge of duty is one of the most important advantages conferred on the system of National education in recent times. It removes a grievance sorely felt and long complained of, that no such permanent provision was made for teachers when from age and infirmity they were obliged to retire from the service of the Board. The retiring gratuities hitherto awarded could not be regarded as a satisfactory provision, for however liberal the sum given in this way, it was not likely to last long, and it was of course a hardship that a teacher of long and faithful service had nothing but the one fixed sum to support him as long as he lived. Under present arrangements a teacher who has reached the age for compulsory retirement, can depend on a generous provision for his subsistence as long as he may live; while teachers during their period of active service can look forward without apprehension to the time when the infirmities of age shall have come upon them, and when they may expect to enjoy in well earned rest the reward of previous labours. Under the former system it sometimes happened that teachers who had outlived their period of activity and full usefulness were retained in the service, to some extent from a feeling of the hardship that would be entailed on them and their families, by compelling them to retire. In most such cases this treatment was justified by the feeling that such teachers, though without the vigour of their earlier years, yet possessed the maturity of experience, and were probably continuing to do as good work as new teachers who would come in their place might do. But now without any hardship teachers can be called on to retire in their old age, and give place to younger and more active successors, and an amount of new blood and fresh vigour will thus be infused into the teaching body which cannot fail to make its influence felt in a short time. Seven teachers in this district have attained the age for compulsory retirement, three of whom are retained for another year, being considered still fit for work. I am not aware that any teachers under the age of 65 and 60 respectively, have applied for pensions. General satisfaction is felt, and with good reason, at the liberal rate of pension awarded to those teachers who have attained the age entitling them to the maximum amount. The teachers who are retiring in this district do so with a provision for their declining years much more generous than they ever before expected to receive. I am gratified to

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find that with its other advantages the pension scheme seems to be furnishing a strong stimulus to teachers to aim at advancement in their classification, so as to reap the benefit of the higher rate of annuity attached to the higher grades. It was long a matter of surprise and regret to me that so many of the teachers seemed satisfied with a stationary position, and failed to make the effort required to secure a higher class. But now there seems to be in all quarters a desire to look for promotion, and this aspiration cannot fail to do good in various ways. The school must be in a satisfactory state, in order that the teacher may be recognised as a candidate for promotion and admitted to the examination, and in the case of first class candidates, this qualification is doubly secured by the special examination of the school by the head inspector. It is thus fairly secured that the teacher will not spend his time and energies on his own improvement to the neglect of his pupils. But at the same time the improvement in his own attainments which will result from the study necessary to prepare for his examination will surely contribute to a corresponding improvement in his school; for almost as a matter of course, a teacher who has gained additional knowledge in the subjects which he is employed in teaching will wish to impart some of that knowledge to the pupils placed under his care, especially when the proficiency of those pupils is of so great importance in estimating his fitness for the advancement he aims at.

I can report in very favourable terms regarding the paid monitors of the district. They are now an important class of young people, passing through an apprenticeship in the art of teaching, almost without exception looking forward to teaching as the occupation of their lives, and engaged in preparation for entering on their duties with some skill, experience, and general preparedness. In general they give entire satisfaction, and if there are in some instances reasons for complaint as to want of energy and interest in their work, the cases are more numerous in which a check has to be put on the disposition of teachers to treat them unfairly by imposing on them an amount of work in excess of that allowed in the regulations laid down for their guidance, and which they must know to be in violation of the conditions on which the appointment of monitors is made. There are now in the ordinary schools of the district 105 paid monitors, of whom 9 are in first class, 89 in second class, and 7 in third class, besides 12 pupil teachers and 9 monitresses in the District model school. There has been within the past few years a very great advancement in the standard of requirements of these young persons. Many of them now pass with credit in the programme of sixth class pupils for a second or third year, who would a few years ago have been examined on a course of instruction easier than that of the first stage of fifth class pupils is now. The fact that in the final year of second class monitors, and during the three years of the first class course, they are examined with the teachers, and that it is open to them to obtain classification at these examinations as high as second division of second class, when they have completed their term of office as first class monitors, is a strong incentive towards careful preparation, and it is of great importance that so many are thus enabled to enter on the charge of schools without having to undergo further examination, and without having any fear, as in the case of teachers appointed with only provisional classification, that the result of their examination as teachers may prove unsatisfactory. It is unfortunate that a large number of monitors are receiving their professional training from teachers themselves untrained, and I still feel regret that some arrangement or understanding has not

been arrived at, by which the disadvantage of having so large a number of untrained teachers would be removed. Appendix E.

Hardly anything has been done in this district in building teachers' residences from the public funds. Only one residence has as yet been so erected, and an application for another is under consideration. This is the entire extent to which advantage has been taken of the Act of Parliament, which promised so favourably, and gave rise to hopeful expectations, the benefit to be derived from the provision of comfortable houses for teachers who are not already supplied with them, is so great and so obvious that it might be expected in these times of stagnation of trade, and when complaints regarding the limited circulation of money are so rife, that a greater effort would have been made to turn to good account the beneficent intentions of the legislature, and at the same time to remove one of the serious drawbacks to which attention has so often been directed. Reports on the State of Schools.
Mr. William Bole.

It is customary for inspectors in their general reports to make statements regarding the proficiency and progress of the pupils in the various branches of the school course. In all my previous reports I have done so at considerable length, and this department has been treated with so much ability and exhaustiveness by most of the inspectors from year to year, that to enter on it now at any considerable length would appear like going over ground already often traversed. The experience of inspectors in various districts is so similar, and so little change takes place from one year to another in the teaching of any of the subjects, that it is hardly possible to produce ideas or views that have not appeared already, while to dress up familiar statements in a more or less varied garb is a profitless task, I shall therefore be brief in dealing with the several branches of the course of instruction.

In reading there is not marked progress or improvement. The number of "mers passes" is increasing, and of "satisfactory passes" declining. There is still a want of intelligence in the reading, and it is painfully evident at examinations that there is in very many cases a total want of understanding of the meaning of the passage read. In this respect the absence of training in the case of so many teachers is seriously felt, for it is hardly possible that a judicious course of training could fail to develop in teachers, the ability to train their pupils with more success in the habit of thinking and of comprehending the sense conveyed in phrases, which seem to be passed over without any serious attempt at explanation. The repetition of poetry is generally more correct than formerly, but there is room for great improvement in style and taste. Oral spelling of words and phrases is very good in the lower classes, and generally fair in the higher classes. The vocabulary recently added to the fifth and sixth books will be a valuable aid to both teachers and pupils.

Writing shows steady improvement in various respects. Some years ago it was quite common to find a great want of care and discrimination in the style of copy-books given out to the various classes, and pupils of second and third classes were often supplied with copies quite too advanced for them, and which they could not use with profit. There is now very rare occasion for finding fault in this matter. There is also a great deal more attention paid now than formerly to the lines for the guidance of the pupils in the size of letters and words. In general the writing of the junior classes is good, and of the higher classes very fair. That in the more advanced classes there is not an equal degree of merit in the writing is owing to the fact that the number of written exercises

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required removes them too much and too soon from the mere writing of copies, and tends to unsettle the style of writing already acquired.

There is nothing of special importance to record in connexion with writing from dictation. This branch receives a considerable amount of attention, and is very fairly taught.

The passes in arithmetic are generally very fair. In this branch likewise the lower classes do better than the higher ones. However as the pupils are being more carefully trained in working their exercises in this subject on paper, I expect that there will be a corresponding improvement in the passes, as failures often occurred to some extent from the want of practice on paper. The principles of the rules are not sufficiently well known, and the tables are not well enough taught.

In grammar and geography the results are very moderate, not at all such as might reasonably be expected were sufficient attention bestowed on the teaching of these subjects. There is not so much importance attached to these as to the more essential subjects, in the estimation of either teachers, pupils, or parents.

In agriculture and book-keeping the proficiency is seldom very good. In too many instances both subjects are taught to the same classes. This, I think, should not be allowed; indeed I am of opinion that both of these branches should be on the list of extra subjects. Teachers often by attempting in this way to grasp at all within their reach, and to make their classes do too much, cause serious failures, and find in the end that instead of gain they have by such a procedure entailed loss on themselves. There is in the ordinary subjects of the programme quite enough to tax the energies of most teachers and pupils without straining at more than is required, and I would recommend that book-keeping and agriculture should not be allowed to be taught to the same pupils except as extra subjects.

Needlework is very fairly taught to the junior classes, but in fifth and sixth classes the failures have been very numerous.

Of extra branches, I merely state in general terms that the results of examination do not appear to correspond in any degree with the time which must have been spent on them. The failures in these subjects are much more numerous than in the ordinary branches, and many of the passes are forfeited on account of failures in the essential subjects.

The school accounts are in general kept with care and accuracy. Cases of falsification still occur, but are not common, while with the checks now available they are not very difficult of detection. The great body of the teachers are in this respect characterized by uprightness and integrity, and do not yield to the temptation to exaggerate their returns of attendance.

I have to express my indebtedness to the managers for courtesy and consideration, and for a uniform readiness to acquiesce in my views, to yield to my decisions, and to carry out my suggestions.

I am, gentlemen, your obedient servant,

WILLIAM BOLE, District Inspector.

The Secretaries, Education Office.

MR. A. T. OSBORNE.

Carrickfergus, 11th March, 1880.

GENTLEMEN,—In compliance with your instructions I beg leave to submit this second general Report on this District.

As so short a time has elapsed since my last general report was furnished, I am not able to add much that is new in the present case.

During the past year one alteration has been made in this district by removing a number of schools in and around Antrim town, attaching them to the Ballymena District, and placing in connexion with Carrickfergus District a number of schools in the parishes of Killead and Shankhill that were formerly in connexion with one of the Belfast Districts. I have now under my care 128 schools of which 2 are at present inoperative, 3 are building cases, 3 are Model schools, 1 a Workhouse-school, and 5 are Evening-schools, the remainder are day-schools of the ordinary class.

In the discharge of my duties during the past year I have travelled 3,128½ miles, examined 118 schools for results fees, 56 schools for secondary reports, 3 applicant schools, and made 119 incidental visits to 67 separate schools. I have examined 6,576 pupils for results, of which number 2,666 were presented in extra branches. I have also examined 2,373 pupils at secondary inspections, and 88 paid monitors included in pupils examined for results.

The time employed in the actual inspection of schools has been 840 hours 35 minutes, and about 500 hours have been spent in actual travelling to and from the different schools.

My district is a comparatively small one and it may seem strange that in the performance of my work I should travel so many miles, but it must be observed that my centre is a nominal and not a real one. It is placed at one side and on the extreme border of the district and consequently there are few schools within short distances from my residence.

School-houses.—As mentioned in the last General Report, I have been using all my influence with managers and committees to effect necessary repairs and additions where such would be sufficient, and to impel them to the erection of new and suitable structures where the former ones are unimprovable. I have to some extent been successful, but there remains yet much to be done.

At Aldoo, where there was a small badly constructed and dangerously dilapidated school-house, there is now a very neat, commodious, and well appointed building with suitable offices and premises properly enclosed, and vested in the Commissioners of National Education.

At Rickamore, there was a poor, low, badly lighted thatched cabin, with surroundings that were quite in keeping. This house was the property of Lord Viscount Templeton, and on my representations to the late manager, Captain Brook, agent for the estate, the matter was brought under his lordship's notice, who immediately gave orders to have the old building taken down, and a new and proper building erected without delay.

There is now at Rickamore, a tasteful, handsome and commodious school-house with a teacher's residence, proper offices and play-ground, a well lighted and well fitted school-room, all got up at his lordship's sole expense, and most creditable to his taste and liberality.

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Mr. A. T.
O'Sullivan.

The worst school-house in my district is at Ballyclare, and it still unfortunately exists, but it will not now be allowed to remain much longer, as a new and suitable building vested in the Commissioners is about to be erected without delay.

Another very bad case both as to house and premises is at Sullatober, but it also will be speedily removed as a new and appropriate vested school-house has already been commenced.

An unsuitable school-house of venerable age in this town is about to be immediately removed and replaced by a new building of handsome exterior, ample capacity, and provided with every modern appurtenance. This will be done at the expense of the local parties, as owing to an unsuccessful attempt to secure a rent-free site, the intention of vesting the school building has been reluctantly abandoned.

With regard to 19 other school-houses I have succeeded in getting the local parties to make several important and necessary improvements and additions, such as new wooden floors instead of tile or earthen, school-rooms ceiled, walls plastered, premises enclosed, rooms enlarged, class-rooms attached, and privies erected.

There are still 5 or 6 school-houses that should be replaced by new buildings, and 9 or 10 others that require enlargement or improvement of some kind, and there are 19 school-houses where there are no privies.

Two-storied buildings as school-houses.—Before leaving the subject of school-buildings I think it right to call attention to certain defects in two-storied houses for school purposes, which, however may easily be rectified in future buildings of this kind. One defect is that the noise of the pupils when marching across the floor of the upper-room in their different changes of position, and routine is an interruption and inconvenience to the business of the school below. Besides the frequent marching of the children in the upper-room, particularly if there is a large attendance, has the effect of knocking down from time to time portions of the ceiling of the lower-room at the risk of injury to the pupils below, and with the certain result of keeping the lower ceiling in frequent want of repair, and disfiguring its appearance by oft repeated patchings. In the case of all two-storied buildings for school purposes, in the future the ceiling of the lower room should not be plastered, but sheathed with thin boards planed, and stained or painted, and the space between this ceiling and the boarding of the upper floor should be filled with sawdust, cotton waste or some such substance to deaden the noise of the upper-room business.

School-houses for which teachers pay rent.—There are in this district, 3 school-houses for which the teachers pay the full rent, and they are 3 of the worst school-houses I have. Two of these, however, will soon be removed and replaced with better buildings, which will be rent-free.

Teachers' Residences.—There are 14 schools in this district, which have rent free residences for the teachers, either attached to the school-houses or erected convenient to the school premises. In 10 of these cases the accommodation is suitable and fairly ample, but in the remaining 4 it is limited and imperfect.

In only one instance since my arrival in this district, has an attempt been made to get up a teacher's residence under the advantages of the new Act of Parliament, and in this case the attempt fell through owing to some difficulty about the proposed site.

Managers and Committees.—I have nothing to add under this head to the remarks in my last report. Owing to the alteration in the district already alluded to, there is a little variation in the number and

denomination of the managers. I have now 39 clerical and 29 lay managers representing all the various leading religious denominations. The great majority of those managers in their relation to the schools, simply confine their action to corresponding with the Board.

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Teachers.—I have in this district, altogether 181 teachers of whom 60 are assistants. Of the whole number there are 14 males and 11 females in the 1st class; 34 males and 43 females in the 2nd class; and 33 males and 46 females in the 3rd class.

Mr. A. T.
O'Brien.

Regarding the teachers as a body they are persons of excellent moral character, and diligent, attentive and painstaking in the discharge of their duties. Some of them have very fair attainments and keep good schools, but there are a number of rather poor schools among which are schools with a mixed attendance under a female principal. Of these I have 16 and my experience does not enable me to concur in the opinion of some educationists who hold that women generally speaking make more successful teachers than men. I have some high classed female teachers who are very efficient and creditably successful in the instruction and training of girls; but in mixed schools with scarcely an exception, female teachers are a failure when employed as principals.

Paid monitors.—There are in my district, 8 paid monitors of the 1st class; 70 of 2nd class; and 11 of 3rd class; and most of these are very intelligent and promising young persons. Of the monitors who have completed their period of training and service since I took charge of this district, 23 are now acting as teachers in this or other districts.

School-fees.—In this well cultivated and comparatively prosperous county, where there are a good many successful traders and comfortable farmers, the payments to teachers in the shape of school-fees are very much below what might be reasonably expected. In 20 schools the fees for the past year range from £2 to £6. In 31 schools the fees reach £20 or something above, and there are only 9 schools where the yearly school-fees paid by the pupils reach £30 or above £30. The lowest payment in any school is £2 5s. 6d., and the highest payment of fees, omitting the model schools, is £87 6s. 1d., in a large school in connexion with an extensive factory. The next highest payment from ordinary schools is £70 0s. 3d. in a large and well conducted female school, in the proximity of large factories. The average amount of school fees throughout the whole district, omitting the model schools, is £14 15s. 6d. But it is not only in their small payments that the parents show their feeble appreciation of the value of a good education for their children. They show it also in their want of sympathy with the teachers, in failing to second his efforts in the matter of home lessons, in keeping their children from school for trivial reasons, and in refusing to purchase for them the necessary books and school requisites required for their successful advancement.

Local endowments.—In 28 of my schools, there is a pecuniary local endowment from the manager, or the lord of the soil, or from some other source. In one school there is an annual endowment of £40. In two cases the amount is £30 each, in one case £17, in one £15, in two £10 each, and the others range from £1 to £7, the whole amount is £195 8s.

State of Education.—In my last General Report, I treated this subject fully in detail under the different branches of instruction, and so short a time has since elapsed, that there has not been much room for any very marked change. I may say that in all the branches, there is a slight general improvement, which is more obvious in the departments of penmanship and arithmetic. I am glad to see the issue of improved sets

Appendix B. of copy books with more graceful and suitable head lines, and this I am confident will be followed with the best results.

Reports on the State of Schools. *Carrickfergus Model Schools, Male, Female, and Infant.*—These schools continue to maintain their high character for efficiency, and are

Mr. A. T. Osborne. gaining in popular esteem and appreciation. The attendance has greatly increased, especially in the boys' and infants' departments; in the former, particularly the increase has been so considerable as to require the enlargement of the building, which is now approaching completion, but, which I fear will not yet sufficiently supply the required accommodation.

The district is happily free from all local impediments to the diffusion and extension of National Education. There are only a very few opposition schools, and a very small amount of opposition sentiment or feeling.

I am, Gentlemen, your obedient servant,

A. T. OSBORNE, District Inspector.

The Secretaries, Education Office, Dublin.

Mr. John McCallum.

MR. JOHN M'CALLUM.

Belfast, 27th March, 1880.

GENTLEMEN,—I have the honour to submit the following general report on the schools under my inspection.

While all the neighbouring districts have been more or less remodelled since I furnished my last report in 1878, mine has been permitted to remain unaltered, and it includes now the same area as it did then. During this period a new school with boys', girls', and infants departments has been added in the town of Belfast; and also four small schools in the neighbourhood of Hillsborough, which had formerly been endowed and supported by the Marquess of Downshire. These seven schools are attended chiefly by pupils who had not before had an opportunity of attending a National school. One small rural school was removed from the roll, by order of the Commissioners on the ground that it was not needed.

There are at present in the district 76 ordinary day schools, all in operation; 9 ordinary evening schools; 3 model school departments; 1 model evening school; 1 convent school; and 1 Poor Law Union school with two departments. Omitting the evening and convent schools there are left 80 day schools with separate roll numbers, including 81 departments. These schools are conducted by 81 principal teachers, and 166 assistants, classed as follows:—

	Principals.	Assistants.
I.,	16	10
I',	20	15
II.,	32	63
III.,	12	81
Unchanged,	1	7
	<hr/> 81	<hr/> 166

It will thus be seen that the district is especially fortunate in the number of schools presided over by highly classed teachers, aided in

many instances by highly qualified assistants. As a rule the schools conducted by the third class teachers are small, and comparatively unimportant; but I think it only fair to say that while I am strongly in favour of the employment of highly classed teachers, and my experience has been that a man's classification affords a good index of his efficiency, there are three schools in the district in charge of third class teachers, conducted in a manner which would not do discredit to any first class teacher.

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Mr. John
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During the past year 89 schools were examined for results, one by the head inspector and 88 by myself—in all 80 day schools, and 9 evening schools. From my notes taken on the days of examination, I have made out the following table, which shows for the day schools examined (a), the number on rolls in each class at the end of the results period; (b), the number qualified by attendance for examination; and (c), the number actually examined:—

Class.	(a.) On Rolls.	(b.) Qualified.	(c.) Examined.
Infants, . . .	4,471	2,196	2,068
I., . . .	2,593	1,300	1,411
II., . . .	2,303	1,559	1,496
III., . . .	2,030	1,518	1,461
IV., . . .	1,514	1,179	1,132
V., . . .	906	801	755
V., . . .	506	425	410
VI., . . .	636	459	437
	14,849	9,637	9,170

Centesimal proportion of these numbers:—

	(a.)	(b.)	(c.)
Infants, . . .	30.1	29.8	22.5
I., . . .	17.5	15.5	15.4
II., . . .	14.9	16.2	16.3
III., . . .	13.7	15.9	16.
IV., . . .	10.2	12.2	12.3
V., . . .	6.6	8.3	8.2
V., . . .	3.4	4.4	4.5
VI., . . .	3.6	4.8	4.6
	100	100	100

Of the 14,849 pupils on rolls 9,637, or 65 per cent. were eligible for examination, and of the 9,637 who were qualified for examination, 9,170, or 95 per cent. were presented and examined.

In the evening schools, of which no account is taken in the table, 369 young persons were examined for results.

The classification of the pupils is not as high as might reasonably be expected in a centre of intelligence like Belfast, but unfortunately the children of the poor are almost invariably withdrawn from school at such an early age, that higher classification would be impossible.

I shall not stop here to discuss the reasons which are assigned for this early withdrawal, but I may observe that the average age of pupils in the sixth class, omitting the monitors, is not above thirteen years.

In addition to the examinations for results, I made 67 inspections for secondary reports, at which I examined 7,293 pupils in almost every case, fully in as much of the ordinary work as had been gone over since the preceding examination for results. At these inspections I have generally been anxious to ascertain how much progress the children had made since I had seen them last, rather than to speculate as to how they had obtained their knowledge, for I am well aware that the great majority of the teachers here know much better how to manage their

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schools than I could tell them. I have found these secondary inspections productive of much good, especially in the town schools, and those in the immediate neighbourhood of the town where the amount of work done from one given time to another can be accurately gauged, as the factor of irregular attendance which in the country schools constitutes the chief difficulty of the earnest teacher, as it forms the chief excuse of the idle is altogether absent. I believe the two advantages secured by an unexpected examination in such schools are, first, that the teachers cannot, without being speedily found out, devote undue attention to the best paying subjects, to the neglect of those which are less remunerative and less inviting; and secondly that the assistants who are in charge of divisions, and this is the rule in all the large schools, are kept to their work; and none of them can afford to idle during a portion of the year and depend on the principal to get the class prepared and passed somehow at the examination for results. In the schools conducted by younger and less experienced teachers I have pointed out the defects in detail, and have suggested the methods which occurred to me of remedying these defects, and of so organizing the schools as to produce the best results. I have ample opportunity afterwards at incidental visits of seeing whether my suggestions are being put into practice, and at the results examination of determining the degree of success with which the attempt has been made, and I believe I am right in thinking that my work in this way has not been wasted. There is a class of teachers, happily not numerous in this district, consisting of dull, plodding, respectable men and women, possessed of little skill in teaching, and less in organizing; and without that energy and force of character which are indispensable to success in either; who have gone on in their own way for so many years, that it would now be impossible to make them quicken their pace, or run on other lines than those to which they are accustomed. In dealing with such persons it is to no purpose that an inspector examines the classes critically and points out the defects, and suggests remedies. It is in vain that he fills the page of the observation book with reflections and recommendations, or it may be threatens the teacher with pains and penalties for continued deficiencies. If he be young and inexperienced he may go away satisfied that he has done a good day's work, while in reality his words had no effect, and at his next examination he finds the same defects over again or in their place others of perhaps a graver nature—he may change the direction of the instruction, but he will not add to its quality or amount. An inspector can be of no assistance to such people, for they will not permit him; and they may as well be allowed to go on in their own way, and the only hope for a school under such a person is that there may soon be a change of teacher.

I think that no reform which I could suggest would be of so much service to the schools as a small capitation fee for the maintenance of good discipline. Few even of the good teachers seem to be alive to the primary importance of having that thorough discipline in the schools without which there must necessarily be loss of time, and energy expended without productive return. In too many of the large schools here there is constantly a noise and din that must be very confusing and perplexing to the teachers. In such a school excellence in reading, writing, geography, or repetition of poetry is almost impossible, and it is to me surprising that the present standard of efficiency is attained. The principal it is true can generally cause perfect silence for the moment by a clap of his hands, or by the tinkle of a bell, or by some other signal, but as soon as he has made his statement the noise begins again with renewed vigour. This din may appear to the teacher to be

the necessary "click of the machinery" but it sounds to me more like the needless chatter of the idlers. If the teachers could be brought to believe that to secure good discipline should be their first consideration, and to maintain it their second, much more effective work would be done with much less labour. The direct payment of a fee however small, would induce them to aim at maintaining discipline for its own sake, and all the advantages to be derived from it would insensibly follow. No doubt it is difficult to control town boys who are so full of life and spirits, but there are persons who can do it and they are precisely the persons who have the most efficient schools.

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SCHOOL WORK.

Reading is usually fluent and correct, the words are fairly pronounced and fairly grouped together, but beyond this nothing is attempted except in a few schools; and I apprehend that the time which is sometimes spent in teaching what is called elocution, would be more profitably occupied in explaining the meanings of the words occurring in the lessons. It seems to me that a knowledge of the sense of the passage is indispensable to good reading, and that a boy who reads intelligently and intelligibly, has done all that can fairly be expected from him.

Explanation receives some attention now in many of the schools, but not nearly so much as I could wish. This has been brought about possibly in part by my continual harping on the importance of this subject at all my visits, and possibly because the teachers find that the intelligence thus developed pays in the end.

Penmanship in the majority of the schools does not rise above mediocrity; the writing is generally legible without any other special characteristic. The pupils in first class can, as a rule, write creditably on slates, but the same children when promoted into second class can seldom write as well at the end of the next year on paper with a pen, as they could at the end of the preceding year on a slate with a pencil. There is usually considerable improvement in the third class, and a falling off again in the fourth. The pupils in the fifth class write very fairly, and those in the sixth almost always well, but as under 14 per cent. of the children examined remained at school so long as to reach the fifth or sixth class, by far the greater number leave without having learned to write with any considerable degree of skill. A new departure in penmanship seems to be made between the first and second classes, and again between the third and fourth, and I regret that the increased attention requisite to overcome the obstacles which present themselves at these two critical periods in the school course is not always afforded by the teachers. The home exercises are often performed in a very slovenly and careless manner, and seem to be generally received and passed without protest on the part of the teacher, and certainly without amendment on the part of the scholars. The fact that these exercises are required, would seem to prove that they serve some useful purpose, but I fear that this is perhaps more than counterbalanced by the careless style of penmanship which they tend to develop.

I believe the mediocrity of the penmanship is due largely to defective discipline and to want of firmness on the part of the teachers. It is not always fair to punish a boy because he cannot work a certain sum in arithmetic, or read well, or parse skilfully, these are exercises which require a certain amount of special capacity for their proper performance; but it is quite fair to punish him for writing badly—failure in this

Appendix B. exercise is in almost every case the result of carelessness, and of disinclination on his part to put himself to the trouble of doing it well.

Reports on the State of Schools.

Mr. John M'Callum.

Spelling.—There has been considerable improvement in the results in spelling during the last two years; this subject is now taught well in many of the schools, and very fairly in almost all the others. I observe that oral spelling in the classes above second, which seems to me to be little better than a waste of time, has given place to written exercises; and that the assistants and monitors take considerable care to select suitable sentences for dictation, and also to pick out and impress on the memories of the children the more difficult and uncommon words which occur in the books.

Arithmetic is taught successfully in almost all the schools; the teachers work at this subject with persistent industry, and most of them with considerable skill. At the examinations for results the failures are more frequently due to the carelessness and inaccuracy of the children than to their want of knowledge. Of necessity a number of children will fail especially in the senior classes, and I am often surprised that failures in this subject are not much more numerous than they are. Teaching in the schools is done under high pressure and with a view to obtain passes, and as there is a pass framed for mediocrity, it necessarily follows that many children are pushed prematurely into the higher classes, and are there set to work for which they have not been adequately prepared either by age, knowledge, or previous training.

Geography is taught with less success in most of the schools than perhaps any other branch in the course. Why this should be so I am unable to say, but possibly it is due primarily to the disinclination of the teachers to spend much time especially in the senior classes on a subject which is so wide that a pass can by no means be made a certainty, and secondarily and more immediately to the insufficient preparation of home lessons by the pupils.

Grammar.—Laudable efforts are made by almost all the teachers to give instruction in grammar in accordance with the provisions of the programme. Their chief aim seems to be to make the pupils expert at parsing and all their teaching is directed to that end. Accordingly it is not uncommon to find young persons able to dissect a complicated sentence in a very creditable manner. So far there is gain; this is a good intellectual exercise if not of much practical utility, and I should be sorry to see it altogether set aside. But it seems to me that parsing is little else than a mental gymnastic, and that it forms a small part of the training necessary to acquire accuracy or facility in the expression of ideas, either by written or spoken language. The ear, whether a safe guide or not, is the one young people almost invariably follow in composition. This exercise with them is altogether constructive, and they will seldom appeal to their grammar rules except perhaps to avoid the grosser errors in concord. To most boys and girls the writing of an essay or letter on some subject in which they take no interest, and of which they have little knowledge, is an irksome task and one they would gladly shirk; and this arises not so much from lack of words to express their ideas as from want of ideas to express. The teacher can do little to obviate the latter difficulty, but with the former he might deal successfully, for though he could not find ideas for his pupils, he could teach them the construction of sentences, and if the matter were provided he could show how it should be expressed in words. Composition is so distasteful to children, that I believe it is not seriously or systematically taught in any considerable number of the schools.

If the programme were so amended as to require, instead of a formal piece of original composition, the reproduction in the pupils own words of a short story or description read in their hearing, or the conversion of a simple piece of poetry into prose, it is likely that the exercise would commend itself to both teachers and scholars.

A definite and practicable course would thus be placed before the teacher, and the result of his work could be accurately tested. This method of teaching the first steps in composition might with propriety be introduced while the children are passing through the fifth class, for it frequently happens that the pupils in that class are as old as those in the sixth, and possess quite as much vigour of intellect, although they may not have so much acquired knowledge.

Extra branches.—Singing and drawing are taught in almost all the schools, and as a rule algebra (and sometimes geometry) in the boys' schools, and to the boys in mixed schools under a master. Owing to the regulations whereby a special fee is now required from pupils receiving instruction in classics or French, or any of the physical or natural Sciences, these branches have been banished almost entirely from the schools; this I cannot consider any loss to the children, for it seldom happened that any of these branches were continued beyond the course for the first year which is little more than an introduction to the subject.

Instruction in the sewing machine was given during the past year in fourteen schools with very considerable success. But it seems to me scarcely fair to the teachers of boys' schools to put such work as this on a par as to remuneration with any of the extra branches open to them, and I am of opinion that such remuneration should cease altogether.

In this district the individual examination of so many pupils in extra branches, forms no inconsiderable portion of the Inspector's work, and is a heavy tax on his time and energies. During the past year I examined 4,627 pupils in extra branches, giving a total of 8,895 distinct examinations.

School accounts.—The accounts are kept correctly and honestly in the schools of the district; in only one instance during the past year did I observe any irregularity, which was so serious as to make me doubt the trust-worthiness of the records. In several schools indeed I have had some trouble in making the teachers keep the books completely written up in all their details, but the short-comings were not of such a nature as to call for official action to set them right. It is difficult to make some people realize the necessity of filling up all the columns in the account books, and answering all the queries in the returns. They seem to think their duty done by the books when they have marked the rolls and report book correctly, and by the returns when they have answered as many of the queries as seem to them deserving of consideration. It is not uncommon at an incidental visit to find that though the examination roll had been returned a month before, the passes had not been transferred to the register; or in the middle of a quarter to find that no entries had been made in the fee column, or religious denomination column in the roll book; or that the summary sheet had not been totted up at foot for the last two months; or on examination day that half the pupils do not know their register numbers. These and other omissions and deficiencies of a like nature are very annoying, and one is tempted to think that a teacher so remiss about trifles can scarcely be very zealous in regard to the weightier matters of his calling. And here I would remark that in my opinion the complaints which we hear so frequently regarding the amount of clerical work which the teachers are expected to do, are altogether uncalled for. I know of no

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other class of public servants who have so much time at their own disposal, and I think any teacher might very well devote an occasional hour or two in the evening or on Saturday to the school accounts without having any reason to consider himself a martyr. I find that those who have the largest schools and the most troublesome books to keep are precisely those who make no complaints. It seems to me that the account books in their present form are admirably adapted to serve the purpose for which they have been framed, and it is not impossible that any alterations which may be introduced as improvements may turn out to be complications, and may only add to the trouble of keeping the records.

I may be permitted to add in conclusion that I have no desire to be understood as an indiscriminate fault-finder, or as wishing to indicate that the schools are inefficiently conducted. On the contrary I believe there is not a purposely idle or hopelessly negligent teacher in the district. Some of them no doubt fail to produce as good results as might reasonably be expected, but this arises not so much from want of will as from want of power. The great majority are professional school-keepers, skilled in the art of instruction, and devoted to their work. While many of the schools could be improved it would be a reckless charge to say they have failed; and if they are not in every case as efficient as could be wished, they are doing a great work as a whole.

I have the honour to be, gentlemen, your obedient servant,

JOHN M'CALLUM, District Inspector.

To the Secretaries, Education Office, Dublin.

Mr. Alex.
Hamilton.

MR. ALEX. HAMILTON.

Dungannon, March, 1880.

GENTLEMEN,—I beg leave to submit the following as my report on the schools in District 15, for the year ended 29th February, 1880.

During the past year two schools were transferred to this district from an adjoining district, and grants of salary were made to two new schools, one being an evening school and the other an ordinary rural day school. The latter was struck off the roll within a few weeks after its admission, and an application to have it again taken into connexion with the Board has just been rejected.

On 29th February, 1880, the district contained 117 ordinary day schools, one Poor Law Union school, and twenty evening schools. Of the evening schools, nine were suspended during the entire year, and eleven were in operation for periods varying from one to six months. Seven evening schools qualified for examination for results and were inspected in due course, and two more will shortly have completed the six months attendance which entitles them to be examined. Of the two remaining schools, one was taken into connexion with the Board on 1st December, and the other, which had been in operation for some years past, was closed on 31st December, as it had failed to secure an adequate attendance during the quarter.

I may dismiss the evening schools with the remark that generally speaking they are of little value. Springing up wherever there seems to be a chance of securing a tolerable attendance, they present in the first

year a number of pupils classed so low that they can hardly fail to pass. In the second and third years the attendance and the passes fall off very considerably, and then in most cases the school is suspended for a time or is finally closed. There are, I am glad to say, some exceptions to this rule, and two or three of the evening schools in the district continue year after year to give a fair return for the aid which they receive from the Board.

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Over the whole district there is a slight increase in the attendance. For this fact I was hardly prepared, since the past year was in many respects very unfavourable. I find however that 62 schools show an increase in attendance, 15 are stationary, and the remainder have fallen off to a slight extent. The workhouse school may be included among those which are stationary, as the average attendance for the year ended 31st December, 1878, was 26.8, while the average for the year ended 31st December, 1879, was 27.4.

While the attendance has slightly increased there is some improvement to be noted in the proficiency. On this point I desire to speak guardedly. In the case of a single school it is not quite so easy as some may suppose to say with confidence that it is progressing or retrograding unless the change is considerable, while to form a reliable opinion regarding all the schools of a district taken collectively demands very careful enquiry. Even after such enquiry it is possible that a part at least of what is looked upon as improvement may scarcely deserve that name. Consciously or unconsciously the examiner may have varied a little in the standard which he adopted or the pupils may have grown accustomed to the mode in which he examines, and thus have secured somewhat higher results without a corresponding advance in their real knowledge. Besides it is certain that no general statement will apply to all the schools of a district. At any given period some schools are improving, some are stationary, some are going back. Or the same school may occupy all three positions at the same time. In regard to certain subjects there may be progress, in others the school may be stationary, while in other subjects the falling off may be quite unmistakeable. And strange as the statement may sound, I have no doubt that inspection and examination sometimes tend to produce these inequalities and oscillations. At the annual examination some defect is brought prominently forward, and the teacher resolves that next time whatever else may be neglected, this cause of complaint shall have disappeared. If his zeal is greater than his discretion he probably bestows on the subject which had been deficient more than its proper share of attention, and when the examination again comes round has the mortification to find that a new and unsuspected deficiency stares him in the face. Success in teaching, at least as it is measured by examinations, largely depends on the skill with which the teacher directs his energies, so that every subject may receive its proper share of attention. It is quite possible for a teacher to work hard and yet to be in a certain sense unsuccessful, and I think I have met with one or two instances of this kind.

Among the subjects which have benefited by the introduction of the results system, arithmetic occupies the most conspicuous place. In many schools it is now taught with a degree of success which is very creditable. The questions proposed to sixth class are of such a character that a pupil who solves them readily and accurately must be possessed of a sound knowledge of arithmetic. In a large majority of cases neatness and accuracy go together. The pupils whose figures are sprawling and careless, and whose work is slovenly, almost invariably falls into errors

Appendix B. which vitiate his answers. On the other hand neat and well proportioned figures have an important influence in promoting accuracy of calculation. *Reports on the State of Schools.* Some teachers examine their pupils now and then by papers similar to those which are used at the annual examinations, and this plan might be generally followed with considerable advantage. But to secure the full benefit of this practice, the papers should be carefully revised and all defects in respect to neatness, accuracy, and proper arrangement should be brought under the notice of the pupils. Without this final step the written work may do nearly as much harm as good.

Mr. Alex. Hamilton.

Although writing secures a far larger proportion of passes than arithmetic, I am not satisfied that it is more carefully or judiciously taught. A great deal of the practice which the senior classes have in transcribing and in writing out home exercises is rather unfavourable to the formation of a good hand. To some extent this is unavoidable though the evil might be greatly lessened by so much supervision as would check the faults which are due to carelessness and haste, but if I may judge from the exercises which are submitted to me, some teachers pay little or no regard to the character of the penmanship when the pupil is not formally copying from a head line. For the majority of the pupils who attend our National schools writing is the second in importance of all the branches in which they are instructed, more important even than arithmetic, and inferior only to reading. And yet in a certain sense it is true that penmanship is not improving. The most advanced pupils in a school do not write better than the highest classes wrote a few years since; perhaps they do not write so well; but then the number of pupils in the highest classes is considerably increased, and moreover writing is fairly cultivated in classes to which it formerly did not descend. In fact writing is more extensively taught and practised, although it may be less assiduously cultivated by the more advanced pupils. That the proficiency in this subject is not greater, cannot in fairness be attributed altogether to unskilfulness or neglect on the part of the teachers. In many schools there are pupils who from the poverty or carelessness of their parents cannot be induced to purchase the necessary stationery. In such cases the teacher frequently supplies what is required rather than incur the failure of the pupils at the results examination. But a supply doled out in this way is likely to be calculated on the most economical scale, and to be withheld as soon as it appears not to be absolutely required. If the pupil has made or is likely to make the number of attendances which qualify for examination, the teacher will sometimes bear the cost of supplying copy-books in the hope that he may be repaid by the results fee, but if the pupil is clearly disqualified for examination the teacher's generosity will hardly extend to him. Nor is this to be wondered at. There are pupils not a few who cannot or will not supply themselves with the necessary requisites, and they are most commonly found in schools which contribute very little towards the teachers' support. The worst paid teacher is therefore the most likely to be called upon to make sacrifices of this kind, and if he fail to respond no one who knows his work and his pay can be very much surprised. Sometimes when the parents do not absolutely decline to provide stationery, they procure what is of a very inferior quality. Through a foolish desire to get a large pennyworth for a penny, they purchase copy-books manufactured from coarse bad paper and with unsuitable head lines. But in this matter the teachers are not wholly free from blame. They could prevent the use of such copy-books and it is their interest as well as their duty to do so. The Board's list includes a sufficient variety of copy-books which are cheap as well as good.

Having selected the series which he thinks is best adapted to the requirements of his school, the teacher should endeavour at all times to keep a supply of these on hand, so that no pupil may have a plausible excuse for using an unsuitable book, or for neglecting his writing altogether. And it will be best in my opinion that the teacher should keep consistently to one series. Frequent changes of style, writing first in one series and then in a series entirely different, at one time copying an engraved head-line, at another professing to imitate a head-line written by the teacher, are practices quite incompatible with steady progress in penmanship. There are schools in which at the results examinations nearly every pupil presents two or three different kinds of copy-books, some with and some without head-lines, but these are the schools in which the teaching is slovenly and the proficiency low.

Reading I hold to be even more important than writing, just as I regard writing as being of higher value than arithmetic. I cannot say that the proficiency in this branch is very high, or even that it gives evidence of progress. In some schools which have reached a creditable degree of proficiency in other subjects the reading is capable of much improvement. It is by no means uncommon to find pupils of fifth and sixth classes hesitating and stumbling whenever they encounter an unusual word. No doubt many of the reading lessons are difficult enough, and there are some in which from the frequent occurrence of foreign names of persons and places even a good reader might be at fault. It is alleged moreover that the lessons are not properly graduated but that easy and difficult lessons are mixed up together from the very beginning of each book. To this charge I do not attach very much importance, for it might not be easy to find half a dozen persons who would fully agree in their arrangement of the lessons, and at the same time it is by no means certain that graduation if ever so perfect would be an absolute good. It appears to be assumed, and on grounds which are hardly conclusive, that if two lessons differ in respect to difficulty the easier should always be put first. I think that this is by no means certain, but if any teacher holds a different opinion what is there to prevent him from graduating the lessons as his own judgment requires. So far as I am aware nobody insists that Lesson I. shall be read before Lesson II. if the teacher thinks that their order should be reversed. For each class the year's work is set forth but it is nowhere prescribed in what order the different lessons shall be taken.

If reading is to be improved and to reach the standard to which it might fairly be expected to attain, more time must be devoted to it. Fluency and correctness cannot be secured without sufficient practice. In very few cases however will it be necessary to alter the Time Table. Nearly everywhere sufficient time is nominally devoted to reading, but reading is by no means the only occupation of the time thus set apart. In fact the so called reading lesson in some schools is a lesson on nearly everything but reading: a little grammar, a little geography, a little of what passes as explanation, or even a little arithmetic may in turn occupy the attention of the class. These subjects are all of more or less importance, but none of them and not even all of them put together can compensate for neglect of reading strictly so-called. The pupil who leaves school without the ability to read with ease and fluency is at a disadvantage which cannot be counterbalanced by all the scraps of miscellaneous information acquired during the time which ought to have been devoted to practice in reading.

As regards the remaining subjects of the results programme, grammar, geography, agriculture, and book-keeping, I have but little to say.

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the State of
Schools.
Mr. Alce
Hamilton.

Appendix. Grammar shows a slight improvement, but geography continues to be the subject in which failures are most numerous. In a majority of schools little is attempted beyond map teaching of a rather limited kind. Text books are not much used even in the higher classes. In a few schools physical geography is taken up as an extra branch. Agriculture is not a popular subject and the answering is rarely of a satisfactory kind. Book-keeping is now attempted in a considerable number of schools, but in many cases the instruction begins and ends with the copying of a number of exercises from a text book. Too frequently the benefit which might be derived even from this imperfect process is neutralised by the careless manner in which the exercises are written.

*Reports on
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Schools.*
*Mr. Alex.
Hamilton.*

There is one respect in which I can report that an improvement has taken place, namely, the keeping of the school accounts. Of course there are cases in which much still remains to be done, but in a large majority of the schools the accounts are fairly kept, and wilful falsification is almost unknown.

I am, gentlemen, your obedient servant,

ALEX. HAMILTON.

The Secretaries, Education Office.

*Dr.
Potterton.*

Dr. POTTERTON.

Armagh, March 12th, 1880.

GENTLEMEN,—I now proceed, in compliance with your instructions, to submit this my second general report on the Armagh District.

It is just two years since the date of my last report, and the district has in the interval been again considerably reduced by the transfer of ten schools along the southern frontier, to the conterminous districts of Newry and Dundalk. Still the number of schools in the district remains as high as 129. Of these one is a building case; and four others (Evening Schools) have been inoperative during the educational year just closed, but are likely to resume active work in the course of the present one.

Though at the risk of some repetition of myself I think it better, for the sake of a clearer view of the progress that has been effected, to incorporate with this report, a few very short but highly suggestive tabulated particulars taken from the previous reports.

That report had reference to the two years immediately preceding the two properly belonging to this report, and I shall refer to the four years simply as years 1, 2, 3, and 4.

The average attendances, then, for the four years respectively, stand this:—

1st year,	:	:	5,943	|	3rd year,	:	:	6,378
2nd "	:	:	6,347	|	4th "	:	:	6,512

Here the progress seems nearly to halt at close of second year, but if the transfer of ten schools already referred to, be taken into account, the progress is really very considerable.

Again the number of pupils dealt with at results examinations stands this:—

1st year,	:	:	6,373	|	3rd year,	:	:	7,371
2nd "	:	:	6,828	|	4th "	:	:	7,206

Taking into account the transferred schools above adverted to, *Appendix B.* progress here is very great indeed and most satisfactory; yet the *Reports on the State of Schools.* explanation is not far to seek. It is simply this, that vacations are in process of being reduced to almost a minimum, and that thus the 100 qualifying attendances are realized in an ever increasing ratio. To illustrate this I may particularize three schools that gave the number of *Dr. Potterton.* *bona fide* operation days for last year, as 346, 230 and 252. In the first case the teacher's rank is 1st; in the second, 1st, and good service. They are also man and wife. While in the third case (that of 252 attendances) teacher is one of their daughters (all teaching), who bids fair at an early day to attain her parents' well-earned pre-eminence.

The last tabular statement I shall present has reference to the account of school fees taken up. It stands thus:—

	£	s.	d.		£	s.	d.
1st year, . . .	729	13	5	3rd year, . . .	1,063	8	11
2nd " . . .	920	10	2	4th " . . .	1,210	6	6

Totals for years 3 and 4 would of course stand much higher but for the transfer of schools previously mentioned. Still the advance in this all important respect—so steady and so considerable—is very gratifying, and quite bears out my forecast in my previous report. Indeed I am quite prepared here to hazard a small prophecy, and predict that in a very few years the school fees will exceed £2,000 a year. If the common sense principle of proportioning them to the circumstances of pupils' parents, were generally adopted and adhered to, coupled with insistence on punctual payments; and if those who could pay the higher rates *without the slightest inconvenience*, could be brought to some decent sense of their duty in this respect, 10s. per head for each child in average attendance, would be no extravagant contribution.

I may observe here that the general diligence, faithfulness, efficiency, and contentedness of the teachers have been creditably sustained and even augmented since the date of former report. The importation into their ranks in ever increasing numbers from year to year, of paid monitors who have satisfactorily concluded their course as such, has had some sensible influence in bringing about this pleasant condition of affairs. I may in this connexion, state that within less than four years 33 such appointments have been made, and several more are in early contemplation. This is a point more easily secured now than formerly, as in this district before it came under my care, there obtained an absurd and utterly unintelligible preference for male teachers even for small rural schools of boys and girls. I found as a rule that such schools were decidedly inefficient, the teachers having no natural sympathies with such very little folk. By degrees, however, I contrived to alate the strange prejudice, and have at last succeeded in getting the superior suitability of female teachers, in such cases, duly recognised. In illustration of this I may mention that within the last two years seven schools have passed from male to female principalship, and with the best results. There remain, however, about ten cases more in which a similar change is very desirable, and is I am persuaded, only a question of a little time.

In addition to this I may refer to another change that has already set in tentatively, and which will secure higher salaries and more permanence to many female teachers. It is the dividing into separate male and female schools of those mixed schools where average attendance fluctuates between 60 and 70. This procedure is meant to

Appendix B. prevent the lapse of present female assistantships or any change in the teaching staff, and will besides secure full class salary to the parties affected.
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Dr. Potterton. A few words in conclusion as to teachers' residences. Only in two cases hitherto has any definite result followed from the movement in this direction, and in both cases the grants were simply to improve existing residences. On the whole I believe Armagh District is exceptionally and favorably circumstanced as regards teachers' residences, some 70 good or reasonably fair ones being provided. Indeed it is only in 20 cases at most, I could recommend grants for new residences to be erected under the Act, unless in cases where the present residences were to be entirely superseded and turned to other purposes. There are of course many cases where difficulties and drawbacks have to be encountered, but very few indeed where real hardship has to be endured. The few teachers whose homes are at considerable distances from their schools, either ride or drive their own horses to and fro daily, or have fairly comfortable lodgings for four nights in the week, in the immediate vicinity of their schools, and return home for the remaining three.

I am, gentlemen, your obedient servant,

R. POTTERTON, District Inspector.

The Secretaries, Education Office, Dublin.

Mr. R. C. McKell.

Mr. R. C. McKELL.

Boyle, 13th March, 1880.

GENTLEMEN,—I beg to submit for the information of the Commissioners my Report on this district for the year ended 29th February, 1880.

Since I furnished my last report two years ago, one new school has been taken into connexion and seven have been transferred to adjoining districts. Among these last were some of the most distant schools, including the only one which was twenty miles from Boyle. Little effect however has been produced by the change on the total number to be examined for results. This number for last year—the first in which the alteration took effect—was only about 140 less than in the preceding year.

There are now 115 schools in the district, of which two are convent and two workhouse schools. The average attendance for the past year was 54, and the average number examined for results in each school 63.

With one or two exceptions, the distribution of the schools accords with that of the population, but in many cases the houses are too small for the attendance. The total space accommodation in the district is more than sufficient for the total number of pupils, but some of the smallest school-houses are in localities where the attendance is largest. There are in all 34 schools which are overcrowded. This number would be diminished by 4 or 5 if school-houses were built to supply the want which was created by the removal from the Board's list of Drumdonny and Kingsland schools, as the children who would attend these have been forced to go to the surrounding schools, some of which were already

full enough. There does not, however, seem to be any immediate probability of this being done. Appendix B.

No new school-house has been built within the past year, but four are in course of erection and some of the existing ones have undergone more or less extensive alterations and repairs. There are still too many of the damp, smoking, and ill-furnished type, but much improvement in this respect cannot be expected while the present depression lasts. The number of school-houses for which the teachers pay rent has been reduced from 21 to 13. The average rent is £3 7s. 6d. The Teachers' Residence Act still remains a dead letter as far as this district is concerned, but some managers have recently been talking of taking advantage of its provisions. Reports on the State of Schools.
Mr. R. C. McCall.

There are 157 teachers in the district, 25 of whom are in first class, 76 in second, and 56 in third; 57 per cent. of the assistant teachers are in third class, while only half that proportion of principal teachers have been content to remain in the lowest class. The barren honour of promotion does not seem to be a sufficient inducement to assistants to seek the higher classification. No unclassified teacher has been appointed during the past year, the supply from the monitorial staff being more than sufficient to meet the demand. The best monitors, however, do not always become teachers, as managers are unwilling, if suitable candidates can be found in their own schools, to appoint outsiders. Apart from this limitation, they generally select the most deserving.

There has been no increase in the average attendance during the past year, but the number qualified for results examination has risen considerably. Owing to the lateness of the harvest and the other unfavourable causes, in operation the attendance was very low during the last quarter of 1879, but I am glad to observe that it has largely increased since the beginning of the present year. In some cases a rumour that food would be provided for children in schools caused an increase of attendance and although the idea of supplying food was given up as impracticable, this increase has since been maintained. On the other hand there were cases where children could not attend school through want of clothing, and many who did attend came late because the fuel was so bad that their breakfasts could not be prepared in time. Through the kindness of Colonel King Harman the schools on his property were supplied with coals.

It is a remarkable fact, and one which speaks highly for the value that parents in this district set upon education, that notwithstanding the prevailing distress the amount of school-fees received by teachers in the year just ended, was larger than in the preceding year. Although all the Poor Law Unions are non-contributory, the local contributions, consisting mainly of school-fees, have in every case been sufficient to ensure the payment of the second moiety of the results fees to the teacher.

The junior classes continue to be well taught. There is a considerable improvement in the fourth class, and the fifth and sixth maintain their previous standard. Reading is fairly fluent and accurate. Explanation is still the weak point in this subject and will, in my opinion, continue to be so till it is paid for by a special fee. The substitution of a certain number of lines of poetry for the number of poems required from each class would prevent the neglect of the longer poems. It would, I think, be an advantage if the first book were increased to twice its present length, the additional lessons being of no greater difficulty than those contained in it at present. That the book as it now stands is too short

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Mr. R. C.
McKell.

is proved by two facts, the children learn it by heart, and many of them are advanced to the Second Reading Book while remaining in the first class in other subjects. Spelling is perhaps not so well taught as it was. Dictation exercises are regularly given, but I sometimes find them not corrected and frequently the pupils have not been required to write out the proper form of misspelled words. Oral spelling is good in the junior classes, but does not receive much attention in the fourth.

Writing is in most cases taught with sufficient success to secure a prize for results fees. If writing is to be taught by means of copy-books with headlines, the pass in that subject ought in the junior classes to depend on imitation of the headline. As it is, the transcription exercises of these classes are often better than their copies and in quite a different style from the model which they are supposed to have been trying for a year or longer to imitate. The substitution of the copy for transcription as the test would tend to make the supervision more general and careful.

Arithmetic continues to receive a great deal of not very judiciously bestowed attention. In many schools the blackboard has fallen into unmerited disgrace, and the teaching of arithmetic has degenerated into a system of cramming from cards. The same or higher results might be attained with less labour by systematic class-teaching. The sub-heads of this subject are fairly attended to, with the exception of mental arithmetic and decimal notation. Such questions as "What is the standard of avoirdupois weight?" on fourth class cards are of little value, as the children may learn the answer without knowing its meaning.

Grammar is perhaps more successfully taught than it was when I wrote my last Report. Ordinary sentences are parsed with fair accuracy, but little further is attempted.

Geography.—There is no improvement to record in this subject. I have frequently found it quite neglected in the earlier months of the results year.

Agriculture and book-keeping are taught in a good many schools, but with few exceptions, the pupils carry away little sound knowledge on either subject. About 600 pupils were examined in extra branches, principally Geometry, Algebra, and Physical Geography. French was given up in one school owing to the unwillingness or inability of the children to pay the extra fee of 2s. a quarter.

I have the honour to be, gentlemen, your obedient servant,

R. C. McKELL, District Inspector.

The Secretaries, Education Office.

Mr. D. M. WILSON.

Dundalk, March 27, 1880.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following as my General Report for the year ended 29th February, 1880.

Early last year a very considerable change was made in my district, which now includes the whole of county Louth, together with portions of Meath, Monaghan and Armagh. Thirty operative schools were severed from it, and forty-five added, being an increase of fifteen schools in full operation. Since that time two new schools have been opened, so that I have now 127 operative schools under my charge. The average

Mr. D. M.
Wilson.

daily attendance in these is 9,146, being 2,373 more than in the 110 schools formerly under me. All the newly added schools are situated in a more rugged country with fewer facilities for travelling, and in consequence the work of the district has become much more severe.

During the year I made 128 inspections of schools. I also reported on 7 application cases, and paid 87 incidental visits. The total number of children examined was 8,613, of whom 1,023 were examined in extra branches, and 138 were monitors. The number of schools examined for results payments was 117, and the number of children 7,990, showing an increase over last year of 19 schools and 1,350 children. I spent 755 hours 20 minutes in the actual inspection of schools, being 81 hours 25 minutes more than last year; and I travelled 5,344 miles on inspection duty.

Of the 127 National schools in the district, only about one-third are suitable houses in good repair, while about 30 are unfit for school purposes. In 30 schools the accommodation is insufficient for the numbers in attendance. Only 31 are fully supplied with proper furniture and teaching apparatus, and in 23 schools the furniture and fittings are bad. The premises attached are generally unsatisfactory. Only 10 schools have good and sufficient playgrounds, while 51 are without any. Twenty schools have no out-offices for the children, and in 21 cases where such conveniences do exist they are unfit for use.

The children are fairly supplied with books and other requisites, and on the whole present a clean and neat appearance.

It is matter for great regret that so few teachers (24 in all) are provided with residences in this district. No effort seems to have been made by those whose duty it was, to take advantage of the public grants available for this purpose. In building such residences it is by no means desirable they should adjoin the school-houses, as under certain circumstances teachers would be under great temptation to leave their schools during business hours.

The management of schools by individuals possesses many advantages, and where a manager is actively interested in the welfare of his school and has the intelligence and means to make his influence a power for good, the present system is beneficial in its operation. Unhappily in but a limited number of cases is this combination of qualities to be found; and where all are wanting, as sometimes happens, the result is disastrous. But in the majority of instances, the managers, however intelligent and well-intentioned, have not funds for repairing, improving and equipping their schools, and for rebuilding them where necessary; and numbers of teachers have to defray all the expenses incidental to the maintenance of their schools. From long experience I have come to the conclusion that the sole responsibility should not rest on any individual, but that a more general and healthy interest should, if possible, be created; and this must be done if ever we are to have scattered over the country suitable school-houses properly furnished and kept in thorough working order.

The great majority of the teachers, I am glad to believe, discharge their duties to the best of their several abilities, and keep their school accounts with accuracy. If the results of their exertions are not altogether commensurate with the care and labour bestowed on their pupils, the cause lies chiefly if not entirely in the want of proper preparatory training for the work to which they have devoted their lives. About one-third of the principal teachers have been trained under the old system for a few months, but their training began after the time it should have been completed, viz. :—after they were in charge

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Mr. D. M.
Wilson.

of schools as teachers. Training to be effective and useful should begin in youth and be perfected before they become teachers of schools. The time has surely come in the history of National Education, established almost half a century ago, when the Commissioners can insist on every teacher receiving a thorough preparatory training as a condition of entering their service. It is surely not impossible to devise a practicable scheme for this purpose, the realization of which would give so great an impetus to the cause of educational progress. Teachers spend their time and strength comparatively in vain, from lack of that skill and tact which efficient training in early life would impart. Their incomes are now sufficiently large to attract young persons of ability, while the pensions to which they are now entitled will retain them for life in the profession they have adopted. And this early training would bring with it another much needed improvement. It would gradually but surely raise the standard of teachers' qualifications, and would enable the Board to enact that every principal teacher should rank at least as high as the present second class. We cannot expect good results while the low standard of third class is retained. It is often remarked how few of the lower-classed teachers present themselves at the annual examinations for promotion.

Of the 117 schools examined by me for results payments, 88 of them obtained 80 per cent. and above 17 the maximum number of passes in all subjects, and of these a few small schools secured full marks, while only three fell below 60 per cent. This general statement seems very satisfactory, but it is to be taken with the very important qualification that a large proportion of these were mere passes, that is, the answering only came up to the minimum standard of proficiency required to secure a pass mark. A few teachers, however, were able to secure at least two-thirds of meritorious passes, showing intelligent and effective work. But in appraising the money value, the mere pass is paid for as highly as the meritorious pass, and this is the radical and inherent weakness of a system of payment by results, which tends to bring every school to the dead level of mediocrity. Superior intelligence receives no recognition. In the more mechanical parts of the course of instruction some progress has been made. In reading of a certain kind, spelling, writing, and in any branch where memory alone can be made to do service, there is a fair amount of improvement manifest, but the intelligent development of the children's minds—education in its true sense—is not attended to, as this field of labour does not pay. While the mass of the children—specially the lower classes—are in a sense better taught, it is now rare to find in the higher classes any really well instructed pupils, and the reason is obvious. Teachers regard the system as one to enable them to add so much to their incomes—which was its avowed object—and they act accordingly. Results fees may, under existing regulations, be claimed for one pupil in no less than twelve subjects, and it is manifest that all these cannot be efficiently taught, where the teaching staff is so small, the attendance so irregular, and home study so generally neglected. The consequence is that in the too often vain pursuit of extra fees, the teachers' efforts are withdrawn from the more important and useful branches, in which if passes are secured they are of the lowest grade. In present circumstances—the attendance being on an average little over 100 days in the year, as we have not the compulsory law which should accompany a results system—fees should not be paid for any pupil for more than six branches. By this means some results worth paying for might be obtained. Every year's experience confirms me in the opinion I have before expressed, that no

fee should be paid for grammar and geography in third class, and this is the view of every good teacher with whom I have conversed on the subject. The knowledge acquired by such children of these subjects is of the most trifling and useless kind, and the time thus practically wasted could be more profitably spent on the reading, spelling, writing and arithmetic lessons. The normal age of this class is nine years, and and it is self-evident that grammar and geography should not be paying subjects for children of such tender years. The gross amount of results fees should remain the same for each class, but a larger fee should be paid for each of the remaining subjects which would secure better work.

Appendix N
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Reports on the State of Schools.

Mrs. D. M. Wilson.

I am, gentlemen, your obedient servant,

D. M. WILSON, District Inspector.

The Secretaries, Education Office.

Mr. W. J. BROWNE.

Longford, 13th March, 1880.

Mrs. W. J. Browne.

GENTLEMEN,—In accordance with your instructions, I beg to submit the following general report on the schools under my supervision for the last three years.

The district of which Longford is centre extends into three provinces, and embraces nearly all the county of Longford, and portions of Cavan, Leitrim, and Roscommon; until lately it included also a small part of Westmeath. The surface of the country is generally flat, or slightly undulating; a range of high ground runs across the northern part, culminating in Carn Clonhugh, locally known as "Corn Hill," 912 feet above sea level, and breaking in the north-east into irregular hills surrounding the picturesque Lough Gowna. Within the district are the towns of Longford, Granard, Edgeworthstown, Ballymahon, and Mohill, and numerous villages. The area may be estimated at 600 square miles, and the population at 100,000.

The supply of schools in most parts of the district is quite sufficient; but in some places the houses are too small for the attendance, while in several other localities the population is so sparse that the existing schools can maintain only a low average attendance. At the end of the results year there were in operation 123 ordinary National schools, 4 convent schools, and 4 Poor Law Union schools; 3 inoperative, and 4 building cases. The average attendance for the year was 6,595; the school-rooms contain accommodation for 8,947 pupils. The number of pupils examined for results was 6,969; at secondary inspections 3,074.

Many of the school-houses are very unsuitable; thatched cabins, with clay floors, frequently damp, badly lighted, badly ventilated, and with disagreeable surroundings. There is, however, a considerable number of good houses, well built, and suitably furnished. Since I took charge of the district, in August, 1877, new buildings, all excellent, have been erected for five schools. Building grants have been made for vested schools, to replace five of the very worst houses in the district; and I have reason to believe that as times mend, advantage will be taken of the assistance afforded by the Commissioners in several other localities. Greater attention is paid by the teachers to the cleanliness and tidiness of the school-rooms than formerly. In many schools the furniture and fittings are very inferior, the desks rickety, ill-constructed, and insufficient. Some teachers remedy slight defects themselves by a little manual labour, others go on contentedly from year to year, apparently without observing, and certainly without removing, elements of discom-

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Mrs. W. J.
Brown.

fort, which strike a visitor at first sight. For instance, in one school I found the door with a latch which had no fastener; of thirty-six panes in the three windows, eleven were broken, most of them wanting altogether; and though the weather was bitterly cold there was no fire.

The managers are chiefly clergymen, 20 being R. C., 13 E. C., 3 Pres., and 1 Wes. Some of them take a lively interest in their schools, visit frequently, and occasionally examine, endeavour to be present for some time during the results examination, and manifest a practical sympathy with the work of education; but a large number exercise a merely nominal supervision, and are very unwilling to spend money on repairs or improvements. In too many cases the teachers are expected to keep the houses in proper repair; and in a few instances they pay rent for their schools.

Fifty-nine schools have no offices. In all these cases I have tried to secure their erection, but as yet without success.

The great majority of the teachers are untrained, and in third class; and what is worse, are quite contented with their position. The idea that they are members of what ought to be a learned profession, and have a professional dignity to sustain seems never to occur to them. Hence they are generally ignorant of all current educational and other literature, and imagine that the business of teaching can be divorced from that of studying. Their general intellectual sluggishness is shown by the paucity of the number of candidates for promotion. Even the manuals of organization on the Board's list are sealed books to many of them. The organization of many schools is wretched; and the attempts of the teachers to carry out some simple school evolution would be amusing were they not deplorable. The time table is sometimes drawn up in such a way as to violate every rational principle of school-keeping, and in defiance of all the rules laid down by writers on method. But in such cases this is of little importance, as the time table is for ornament rather than use, and is utterly ignored in the daily work of the school. I have devoted much time at secondary inspections to the improvement of the schools in these respects, and in several a change for the better has taken place. I strongly concur in the recommendations made by some inspectors that teachers whose schools are found grossly defective in organization should be called up for examination on methods, &c., and depressed or dismissed if again found deficient.

In this connexion I have to express my satisfaction that the Pension Act has been so drafted as to stimulate teachers to seek promotion. No teacher has any right to grumble at the smallness of his salary until he has attained the highest within his reach, and the Act very judiciously makes first class still more worthy of ambition than it has been.

With the increased income and improved position of the National teachers, surely the time has come when every person should be required to obtain a certificate before appointment. All candidates giving *prima facie* evidence of fitness for the office should be examined on third class programme, and if successful in answering, should get provisional certificates, to be confirmed after a certain period spent in teaching. By this arrangement, the young teacher's efforts would be directed, after appointment, not to the acquirement of elementary knowledge, but to the attainment of skill in teaching and discipline. The monitorial staff would produce the greater number of candidates; and accommodation could easily be afforded at the annual examinations to the few others who would seek for admission.

The accounts of attendance are now very generally kept with fair correctness in this district. At first I met with numerous cases of falsification of a very gross nature. Such irregularities could not usually be

detected at results examinations; but by secondary inspections and incidental visits, I have succeeded to a great extent in checking them. It is difficult to ascertain the amount of pecuniary support locally given to the schools. For it is unfortunately too true that the returns of school-fees and donations are not always trustworthy. No examination of documents will remove this uncertainty, and they are the only evidence obtainable.

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the State of
Schools.
Mr. W. J.
Dwyer.*

Passing to the educational state of the schools I shall notice in detail the defects which I have observed in the various classes. On the basis of the answering on the six obligatory subjects, the 131 schools examined for results may be classed as follows:—

Class of Teacher.	First.	Second.	Third.	Nuns.
Good, 24	4	8	11	1
Fair, 30	3	9	18	—
Middling, 42	—	9	31	2
Bad, 26	2	7	16	1
Very bad, 9	—	1	8	—
131	9	34	84	4

Infants.—Some very serious mistakes are made in the management of this class. In several schools, the infants have a special time table of their own, which may be summarised as, “reading and spelling all the time.” The poor children are perched on forms in a corner of the room, and perpetually drilled individually in reading and spelling by pupils, with little attention on the part of the teacher. They never have the variation of a desk lesson; whereas they should from the first be accustomed to the use of slates and have the support of desks. They should learn to make figures and to copy words from a blackboard; and frequently they might be allowed to make rough drawings from prints of animals, &c., suspended before them. Amusements should be combined with instruction in this class at least, and perpetual variety of employment should be afforded to the restless little hands and minds. A judicious gardener bestows the tenderest and most constant attention on his young plants, knowing that the robustest natures of the older may be left in a great measure to themselves; and the same principle applies to infants as compared with older children. The teaching should be class teaching, not individual, and tablets should always be employed. No person who has not tried it knows the intense earnestness of a properly taught infant class surmounting the difficulties of learning to read—difficulties which disappear in the process—how the eyes sparkle and the little faces brighten up at every new idea acquired. The infant class is often badly taught, because the teachers are satisfied with the minimum programme, instead of studying to develop the pupils’ minds in a rational way. On the mere reading and spelling the majority of the infants are well prepared, the per-centage of passes being 83; and even this is an important matter; but a thoughtful teacher would lay here the foundation of excellence in all the child’s subsequent school-course.

First Class.—The pupils of this class are usually well prepared. The programme is very definite and very easy; and whenever the proficiency here is unsatisfactory, one is disposed to anticipate very poor answering in the higher classes, and this anticipation is seldom falsified. The same errors prevail as in the infants’ class; the reading tablets are not used as they should be in the early stages, but books are employed for individual instruction, and the life and intelligence evoked by class teaching are lost. Many pupils have painfully to spell the words before pronouncing them, instead of recognizing them at first glance, as they ought. The spelling of the prescribed course is generally, except in the very worst schools, well done; but phrase-spelling does not obtain the

Appendix B. attention it deserves. The absurd habit of repeating a phrase before spelling it is very prevalent, but the spelling does not come after as readily as might be expected from such elaborate preparation.

Reports on the State of Schools. Perhaps the branch most defective in this class is writing. The pupils in many schools do not form and join the letters properly, and write in lines having no definite relation to the ruling on their slates; sometimes across the ruled lines, sometimes midway between them, and sometimes uphill and downhill at all angles of inclination. This matter is so important that I will venture to offer a suggestion which, if adopted, would probably secure better writing. The slates supplied by the Board should be ruled for round or text hand, and in addition each slate should have an easy headline engraved on it. A series of ten or twenty slates, thus prepared, should be sold to the schools. The copies should be words and not mere elements; children have not sufficient powers of analysis to spend time pleasantly over pothooks and whips—they will much sooner learn to write easy words. The influence of these slates with such elementary copies would not be confined to first class, but would extend to the entire school.

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In arithmetic pupils generally manage to add correctly three numbers of two figures. I always give two chances unless the child is so palpably ignorant of the subject as to render a second trial useless. In some schools the result is obtained by reckoning on the fingers, and, when that is checked, by nodding the head the requisite number of times; but in an increasing proportion of the schools, the pupils add readily by means of the addition table. The notation exercise, easy as it is, is often missed.

The knowledge attained in first class being in itself of little practical value, teachers should remember that the instruction here is only a means to an end, and that the more thorough they can make the knowledge at this stage, the better foundation they lay for that teaching which is to be of real service to the pupils in afterlife.

Second Class.—The reading of this class may be characterized generally as *painful*. The words are not perfectly known, the sense is not thoroughly grasped, and little attention is paid to the punctuation. The lesson-book is not sufficiently interesting. Several of the prose lessons are quite too difficult, and might with advantage be omitted, and the same may be said, with greater emphasis, of some of the poetical pieces. The rhymes of the old Second Book were much more liked and better remembered than "My heart leaps up when I behold a rainbow in the sky," combined with the puzzling information that "The child is father of the man," more puerile certainly, and perhaps less philosophical, but for that very reason better suited for children.

The spelling is so definite that it is strange to find many failures. The words at the head of the lessons are so few, that they might be very easily taught; yet it is no uncommon circumstance that the pupils are unable to spell the words of the first twenty pages.

In schools where the first class have been properly taught to write, pupils of second class perform the transcription exercise very fairly; but frequently the ruled lines are quite disregarded. Frequent transcription exercises should be given during the year, at first on slates, for the last three months on paper; but care should be taken to insist on the proper formation of every letter. The copybook seldom presents evidence of careful examination and correction on the part of the teacher. Every page should be examined, every wrongly formed letter marked, and an exact imitation of the headline, as to size, shape, and slope, insisted on. If the pass in writing were made to depend on the proper execution of a page of a copy-book with printed headlines, the effect would be greater attention to the writing during the year.

The arithmetic is usually fairly done, though the tables are not applied as quickly as might be desired. Appendix B.

Third Class.—This is, in many respects, the most important class in our schools. We now reach a stage at which many pupils leave school with a knowledge which, though certainly not very profound, yet embraces all that is absolutely necessary for improvement by private study. The programme is a very judicious one. Unfortunately the reading book is one of the worst in our series. It is without any graduated course of instruction, with little to interest the pupil, or develop his thinking powers. The few lessons that might be regarded as suitable should be considerably modified, the big words replaced by others in ordinary use, and the lessons made self-explanatory. In every school I put a few simple questions on the subject-matter; and the answers, when any are given, are rather surprising. To the question, "What is a squirrel?" the information derived from the very pretentious lesson in the book usually supplies the answer, "A bird"! The reading of this class in about half the schools is very fair; in many of the others it is inaccurate, hesitating, and indistinct. The poetical pieces are imperfectly learned, and recited quite too hurriedly, often in an unintelligible mutter. The object of requiring a certain number of such pieces to be learned is, I apprehend, partly to cultivate a taste for the beautiful and chaste in thought and expression, and partly to teach elocution, *i.e.* speaking out. To strengthen and exercise the memory is a very subordinate purpose, yet many teachers consider it the sole one. The teachers should select the pieces to be learned, carefully explain them, examine time after time on the meaning, and see that the pupils recite, slowly and distinctly, the *ipsissima verba* of the book.

The spelling is here for the first time tested by a dictation exercise. This is often well done, but in many cases failures occur. The substitution of an oral test would not mend matters, for, as a rule, whenever the dictation exercise is bad, the oral spelling is bad also. The pupils should be made perfectly familiar with the difficult words of Third Book, as given, for instance, in the Home Lesson Book, and should be tested both orally and in writing. The appearance of the papers convinces me that this exercise is much neglected in many schools.

In arithmetic, I always give six questions, one of which is an exercise in notation. This branch is improving somewhat. The exercises in subtraction and multiplication are generally fairly done, but failures often occur in short division, and are numerous in long division. In few schools is the division table properly taught. Pupils, in working short division, employ the multiplication table, with, when orally done, a very ludicrous effect. Addition of money might, with advantage, be relegated to fourth class, and a thorough knowledge of the simple rules exacted from third class.

In grammar, the knowledge acquired is not of much practical use in the ordinary sense of the term, but it supplies a useful mental training, and cultivates the intelligence of the pupils. I only require the simpler parts of speech to be known—noun, adjective, pronoun, and verb; but I insist on knowing the "reason why" each word is classed.

The amount of geography required is also very small; but an acquaintance with the continents and oceans, with their chief divisions is surely of some consequence, even if not supplemented by the higher courses required for the other classes. Formerly many teachers kept their maps rolled up, the result being that the pupils never saw a map except when a formal lesson in geography was given. The maps should always be suspended open, so that places mentioned in the reading lesson or else-

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Appendix B where could at once be pointed out. Even those moments of idleness, which must occur in the best-conducted schools, may be utilized when there are maps to look at, and the pupils should be encouraged to this silent study of geography. It is only where grammar and geography are not taught properly that I hear of parental objections to pupils learning them. In well-taught schools no such objections are heard of.

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Senior Classes.—Reading, so far as mere verbal accuracy and correct grouping of words are concerned, is generally fairly taught, and in some schools, the reading is easy and intelligent. In bad schools, however, inaccuracy, hurry, inattention to pauses, and ignorance of the meaning are very prevalent. Teachers should endeavour to render the meaning of the lessons plain, first to themselves and then to their pupils. Without this, good reading can never be secured; but it is painfully evident that most teachers never make an earnest effort at explanation. When asked to teach a lesson to a class, they pursue the method, so often exposed, of examining the pupils with closed books, on the mere phraseology of the lessons, and in the most superficial way. Indeed, it is by no means infrequent to hear teachers grievously mispronouncing the words of the reading books when dictating a passage.

The dictation exercise is rarely well executed. In some schools I fear this subject is very little attended to; and where it is, teachers give themselves much unnecessary trouble, with very inadequate returns. In a properly conducted dictation lesson, the reader remains in one place, so that the writers know whence to expect the words, speaks in a clear voice, loud enough to be heard by all the class, but not so loud as to disturb the rest of the school; reads a very short phrase—unless the sense requires it, a single word is best—at a time; reads it only once, unless a pupil holds up a hand to indicate that it has not been properly heard, when it is repeated, not for that pupil, but for the entire class; and, when the slowest writer in the class has finished, reads another word or phrase. This is continued without the writer speaking till the passage is finished. It is then read a second time, with proper attention to the pauses, and the pupils insert the stop-marks, without any special directions from the teacher. This occupies about fifteen minutes; the remainder of the time is devoted to correction, the most important part of the lesson. Instead of this quiet business-like way of doing the work, many teachers walk about, and perhaps tramp noisily on the floor, repeat each phrase several times without any necessity, constantly inquire of the pupils, "What is the last word?" or, "Have you done?" read sometimes so rapidly that the children either fall behind or make wretched writing, and sometimes forget themselves so long that the pupils sit idle. It is not necessary that all the classes should get separate exercises; fourth, fifth, and sixth may often write the same passage, the higher classes getting a few additional words from their own books.

The arithmetic of these classes is of course always tested at Results Examinations by the official cards. There is rarely time for a minute examination on the theory or on mental arithmetic. This is the more to be regretted, as there is reason to fear that this subject, which forms the best intellectual gymnasium for children, and the best test of a teacher's exertions, is not properly taught. The mere working out of questions by mechanical adherence to rules, without any investigation of the principles on which the rules depend, is too common. The judicious use of the text book and the black-board is rare. Many teachers use cards intended as aids in preparation, but act as if those cards were designed to supersede the systematic study of the subject, instead of being simply "tests." Wisely used, such cards enable the teacher to

ascertain the proficiency of each pupil, and find what parts of his teaching have not been grasped; if used otherwise, the result is inevitably and deservedly failure.

Grammar is fairly known in fifth and sixth classes, and tolerably in fourth. Some teachers attempt too much in fourth class, and by spreading their attention too widely fail to teach definitely the special points to which attention is directed by the programme. In fifth and sixth classes the parsing is generally fair, though often rather hesitating, and blunders are made in tenses and numbers. Latin and Greek roots are fairly known in a large number of schools; and a considerable proportion of sixth class pupils write a letter in proper form, and with fair grammatical accuracy; but many content themselves with stringing together a few commonplaces, having no bearing on the subject proposed, and sometimes essays are presented instead of letters.

Geography is not well taught. The home lessons in this subject get little attention, and maps are not sufficiently used in examining on them. The elements of mathematical geography are seldom known, and physical geography is taught only as an extra subject. The geography of the British Empire is poorly known; the outline map of Ireland is attempted in nearly all schools by the sixth class pupils, but is seldom a work displaying much artistic merit, or evidencing a minute knowledge of the geography of Ireland. I beg to suggest that, as in Great Britain, a map of the county in which the school is situated be substituted for, or made alternative with, that map. I should like to see the pass in sixth class made dependent on a knowledge of mathematical, and the elements of physical geography.

Agriculture is decidedly the worst taught subject in our schools, and this is not to be wondered at. The subject is one which can only be taught with success practically, and cannot be so taught in schools. The books in use are not suited to make the study interesting to children; they do not develop great principles of the growth of plants and the cultivation of the soil, but burden the minds of the pupils with a mass of detail. I consider the time spent on this subject as, in most cases, utterly wasted by both teachers and pupils; it would be much more profitably employed on the essential branches of education.

Bookkeeping is taught in a considerable number of schools, and in many with fair success. The exercises are frequently not so neatly written as they should be; but the principles are fairly known, and simple questions on the theory answered with tolerable accuracy.

Needlework requires no lengthened observations; it is generally well taught, and best in those schools which are distinguished by excellence in other subjects.

The following table gives the number of pupils examined for results by me, during the year ended 29th February, 1880, and the number passed in each subject:—

Infants examined, 1,198.		Passed, 984 or 81 per cent.	
Others examined, 5,651.			
Passed in Reading,	.	4,991 or 88 per cent.	
" " Spelling,	.	8,783 " 65 "	
" " Writing,	.	4,947 " 85 "	
" " Arithmetic,	.	3,645 " 63 "	
" " Grammar,	.	1,448 " 48 "	} of those examined.
" " Geography,	.	1,371 " 45 "	
" " Agriculture,	.	121 " 27 "	
" " Bookkeeping,	.	171 " 43 "	

Extra Subjects.—Some teachers are too fond of employing themselves in teaching extra subjects, to the neglect of the junior classes. In one school of sixty pupils, where the junior classes were wretchedly taught,

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The elements of many of the extra branches, as well as of agriculture, should be contained in the reading books, as was formerly the case. Certificates of competency should be required from all teachers who undertake to instruct in extra subjects; such certificates should be granted only after a reasonably searching examination, and should have weight in the teachers' classification.

In vocal music I examined 427 pupils. Their singing was generally very fair, so far as a non-musical person could judge; but the theoretical parts of the programme were not well known. The notes were not readily named even by senior pupils, and reading in time was well performed only in one or two schools. Most teachers are satisfied to teach singing by ear, which is comparable to teaching a book by rote, without imparting the power to read.

Drawing was attempted by 231 pupils. Failures were frequent in straight line drawing, but the higher classes acquitted themselves better. The number of pupils examined in algebra was ninety-five, in geometry and mensuration eighty-five, and in physical geography forty-six. While cases of individual excellence were met with in all these subjects, the general results were not satisfactory. The teaching in these and the other extra subjects taken up had been too exclusively confined to the minimum. The teachers, I fear, have no wide reading on the subjects, and aim merely at obtaining "passes" for their pupils. The extra branches should, on the contrary, be used by them as a means of widening and perfecting their own knowledge, and of developing the specialty which every educated man should cultivate. J. S. Mill's educational dictum is frequently unknown or forgotten, "a man should know something of everything, and everything of something." Every teacher should have a fair knowledge of all the subjects on the school programme, and should make some branch his special study—should read all the leading works on it, come practically into contact with the matters of which it treats, and endeavour to make his pupils enthusiastic students of it. Such treatment of one or more special subjects would, in the hands of a sensible man, impart a vigour and earnestness to school life, which would tell on every other branch. Latin, Greek, and French are attempted in a few schools, but not often with success. In French especially, the books used are inappropriate and the instruction too meagre. Scientific subjects are seldom taught; and some of the most useful and interesting, such as chemistry, not at all.

In conclusion, I beg to express my conviction that education is making steady if slow progress in this district; and that the great bulk of the teachers discharge their duties honestly and faithfully.

I have the honour to be, gentlemen, your obedient servant,
WM. J. BROWN, District Inspector.

The Secretaries, Education Office, Dublin.

MR. E. DOWNING.

Galway, 13th March, 1880.

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GENTLEMEN,—In compliance with your instructions, I beg to submit the following general report on the schools that I have inspected during the last two years in District 34, of which Galway is the official centre.

On taking up the inspection here in March, 1878, I found 87 schools in operation. Since then 8 new schools have been opened; 1, then inoperative, re-opened; and 12 transferred to this from two adjoining districts. One school has been placed on the suspended list, the male and female departments being amalgamated because of insufficiency of attendance. Thus, the number of schools at present in operation is 107, and these may be classed as follows:—

- 3 Model,
- 5 Convent, two with Industrial departments attached,
- 3 Workhouse, having four departments in all,
- 1 Evening, and
- 95 Ordinary, fourteen of which are Island Schools.

Three more are about to come into operation immediately in vested houses all but complete.

Besides this large number of new schools opened, three unsuitable houses have given place to excellent vested ones; permanent additions and improvements have been made in seven cases; a building grant has been allowed for the island of Inishnee, and the preliminary steps have been taken towards establishing a school at Glynsk.

For this rapid progress great credit is due to the clergymen who, in a great majority of cases, are the managers. Few, I venture to say, have a correct notion of what trouble the erection of a new school-house in Connemara entails upon the parish priest. From the nature of the country, much difficulty is experienced in selecting sites, and far greater difficulty, for other reasons, in getting possession of them. All skilled labour and most of the materials must be brought from a great distance. The manager must personally superintend the building, for, it may be, from his residence, day after day, from the foundation to the furnishing; otherwise the estimated cost would be far exceeded. Even in Oughterard, I observe the Board of Works allows 50 per cent. over ordinary rates, but the grant for the erection of a school-house of a certain plan is uniform for all places. Then there is the disagreeable task of collecting funds from poor and unwilling donors. At the end, probably, the manager must defray a considerable part of the cost out of his own slender means, as well as get all subsequent repairs effected, and, perhaps, contribute something in augmentation of teacher's income.

The new school-houses could not, indeed, have been built, notwithstanding the liberal grants from the Board, but for the noble generosity of Mr. Vere Foster, whose philanthropy is here a household word; and, as an instance of the urgent need there was of them, I may mention that, at the first inspection of the Cararoe National School, I found, on a most inclement morning, 52 children present, of whom 2 were able to read Second Book, and 2 others First Book tolerably. They had learned so much at a hedge-school, and could speak a little English, but were wholly unable to write or count. Sixteen others could speak a few words of English, but there were 33 who did not know one word, some of them up to fourteen years of age.

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The schools are judiciously distributed through the district, and only three localities, besides those already referred to, are now unprovided for, if I except the islands, of which there are four, with populations varying from 130 to 160, and a vast number with smaller populations. During the past year I visited two of these islands to report upon applications for grants, but I found the houses not tolerably suitable, and the teachers entirely incompetent. In one of them, Turbot, I found a fair attendance, and I hope that a National school may yet be established there, but it will be very difficult to get a qualified teacher to take office in such a place.

Of the 107 schools in operation, 14 are held in houses vested in the Commissioners, all in excellent order and fully furnished, and 25 in houses vested in local trustees, 19 of which are kept in good, and 6 in tolerable condition. Sixty-eight are held in non-vested houses. Of these, 4 are attached to convents, and are in excellent order and fully equipped; and 3 in workhouses, also quite satisfactory. Twenty-five of the remainder are good houses, suitable, well kept, and sufficiently furnished; 23 are middling, and 13 scarcely tolerable for temporary use. Even in these last, with a few exceptions, the appliances requisite for efficient teaching have been provided, and there is a prospect of having several unsuitable houses immediately superseded. During the past year the teachers, on the whole, have kept a fair supply of sale stock. A few schools are still unprovided with clocks and a sufficiency of maps, but it very rarely occurs that any such want remains long unsupplied after I have noticed it to the manager. I have prevailed on several teachers to keep their school-rooms neater than formerly, but much want of taste is still evinced. Nearly half the schools, I regret to say, are unprovided with out-offices. Grants have been recently allowed for two teachers' residences, but up to the present none has been erected under the Act. Twenty-two teachers have free residences erected from private funds, but many of them are very inferior.

Having given this generally favourable description of the *material*, I proceed to treat of the *personnel*—and here arise to my mind all the usual obstacles to the success of rural schools, but in a degree more aggravated than I had previously experienced.

Connemara is too well known to require at my hands a description of the multitude of creeks to which it owes its name—of its grand mountains, beautiful lakes, picturesque ravines and watercourses, and extensive trackless bogs, all of which afford so much pleasure to tourists and sportsmen, but present serious obstacles to poor school-goers. Nor is it necessary for me to describe the poverty that lurks around. The present condition of the people would be a painful theme—their normal condition is pitiful. The country is, in many parts, sparsely inhabited, and the schools in such places are necessarily far apart. Even where schools are pretty near to one another in direct line, they are virtually far apart, from the obstacles referred to, and the scarcity of roads and bridges. Hence the number of pupils under seven years is comparatively insignificant. On the other hand, the grown children are, at a very early age, withdrawn to assist their poor parents at work; and a great many do not attend school for want of clothes. I daily see numbers of children who could not be admitted to our schools because of their nakedness. On a very recent occasion one of the Commissioners, on a tour of inquiry in connexion with the Duchess of Marlborough's charity, had melancholy evidence of what I describe. I should add that the want of proper fences necessitates much loss of time at herding.

Thus, whilst "the schoolmaster is abroad" large numbers of children

are not abroad to meet him. They are crouching over the smouldering sod upon the hearth, hungry, naked, and squalid, or dragging on their backs, before their bone and muscle is half formed, baskets of turf, seaweed, and the like. Such are the obstacles that beset the way of the educationist here, and leave over 60 per cent. of the people illiterate. I can assure the Commissioners that no pains are spared by the managers and teachers to gather in the children of each school circle. Those who do attend are remarkably docile and bright.

Exclusive of the Model and Convent schools, there are at present 93 principal teachers in charge of schools in this district; 4 in second division of first class; 23 in second class; 58 in third class; and 8 only provisionally recognised. There is not one in the first division of first class, and but one aspiring to it. There are two assistants in second class and 22 in third. Most of the teachers of second and third class are in first division, and there is no obstacle to their promotion but lack of personal attainments, still only eight offer as candidates for the approaching Easter examinations. I have done all in my power to stimulate the teachers to read, for I cannot conceive how one can instruct to advantage without daily study; I know I was not able to do it after eighteen years experience. Many excuses are given, such as want of time, fatigue, inconvenience of lodgings. His professional duties occupy the teacher in the school-room and out of it, at most seven hours daily. Allow him eleven hours for rest, recreation, &c., and what use does he make of the remaining six. Many a respectable scholar studied in a cabin before now. I pointed out in a former report that our teachers commence their careers without the knowledge requisite for successful self-study; this and laziness are the real obstacles. I regret to see the professional pride of the old schoolmaster dying out.

Twenty-six principal and two assistant teachers were trained in the Normal Establishment, and 28 principal and 12 assistant teachers served as monitors. The very large number of 42 principals and 9 assistants never received any training for the office. There is now a good staff of carefully selected monitors in the district, 5 of first class; 73 of second, and 15 of third. These receive special instruction regularly, and are receiving a fair professional training, and through them, in the course of a few years, the district will be able to supply itself with fairly qualified teachers. The male monitors receive no instruction in physical sciences, their teachers are in most instances, unable to impart even the rudiments, and total ignorance of it is certain to prove a serious obstacle in their future self-study for promotion.

From the importance I attach to the selection of teachers I am here tempted to recur to the views set forth in my general report for 1877, respecting admission into the service, and to again urge that candidates who have received no training as monitors, or the like, be not certificated until after three years' service, and be examined each year in a graduated course of studies. Such a candidate cannot at the preliminary examination have any professional skill, nor yet before the first Easter.

The certificate of being a competent teacher is in fact given on the grounds of answering tolerably well at an easy written examination. If it depended on the candidate's skill as a teacher, it should be refused. How can he have skill? Rather expect Crusoe to turn out Sèvre at his first essay at ceramic art. What signifies the experience of a year in the schoolroom! I simply maintain, then, that the certificate should refer to the recipient's skill as an instructor and organizer, and should therefore be withheld until that skill be acquired and tested. The character of the certificate would thus be sustained, and the candidate

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stimulated to improve as a scholar and as a teacher, under penalty of dismissal, would probably, during his vacations, visit standard schools, and procure instruction in necessary branches.

The supply of efficient female teachers is improving, but that of efficient male teachers is on the decline. The emoluments and nature of the office induce into the service the best women, but only an inferior class of men. The ratio of the average incomes of the sexes is not proportionate to that which prevails in other departments.

I classify the schools in operation, in point of efficiency, into 40 good, 53 middling, and 14 bad. During the past two years ten inefficient teachers gave place to efficient successors, and thus ten schools were raised from bad to fair. Not one school is less efficient now than it was in March, 1878.

I am happy to be able to state that any shortcomings that exist, on the part of the teachers of this district, do not arise from want of will to please. They make the most laudable efforts to carry into effect such hints as time permits me to give, and much improvement has undoubtedly been effected. I point out, at a time, but the most serious faults. As soon as these are corrected I attack others of less magnitude. Early in 1879, I requested by circular letter, each principal teacher to revise his time table, and after a month, to send me a copy of the improved form, together with a sketch of the manner in which its provisions are to be carried out. All had ones sent in have since been amended. I find these copies of the time tables very useful for many purposes. They contain a statement of the periods for vacation, and the regulations for special instruction of monitors, as well as for secular and religious instruction of pupils. All future alterations are to be notified to me.

I have arranged that on the day appointed for results examination, I am to find the business proceeding with the ordinary regularity, and taking the hint from Mr. Fearon, I first inspect the organization and method of teaching, which are then to be seen at the best. This studied trim is a model for the teacher at other times, and a standard of comparison for me when I visit unexpectedly.

I endeavour to make my examinations comprehensive, free from peculiar difficulties, suggestive, uniform. I touch upon all the salient points of the subject, and am but too well pleased, if on my return, I find the pupils intelligently grounded on the lines I have traced.

At present my special efforts are directed to a cultivation of taste, introduction of drill, discontinuance of the custom of having each child bring his own pen and ink, and to grafting upon the instruction more of the intellectual.

The school accounts, as a very general rule, are in this district, kept in a most regular, punctual, and trustworthy manner. With the exception of three schools on the islands of Arran, which were inspected without notice by the head inspector, I have been able to visit unexpectedly all the schools in the district, and in most cases, twice at least each year. I never failed to thoroughly sift the least suspicious circumstance, and either prove falsification, or put an end summarily to the suspicion.

I am therefore in a position to pronounce decidedly on the merits of the accounts, and, I am happy to say, there is at present no room to doubt their entire fidelity. Cases of irregularity have been few, were serious only on two or three occasions, and are now, I am confident, things of the past. I may mention that the managers exercise an active supervision over them.

I now propose the question, Is the programme of instruction suit-

able to the children of this district, and are we succeeding in getting them through it. The first of these questions raises another, namely:—What is the purpose of Popular Education? Now, I will assume that its purpose is to train up the people to be lovers of law and order; to be industrious and intelligent subjects; to be able to read, write, and make ordinary calculations; and to give them as far as possible "the franchise of books."

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We have here a mechanical, an intellectual, and a moral training shadowed forth. Well, I answer, the mechanical training and the moral are good in our schools, and the intellectual is inferior.

The proper way to test the programme is to inquire if the result in the case of pupils who attain to the highest class is satisfactory. How do our Sixth Class pupils read? They read a strange book of considerable difficulty with much accuracy and facility, but the reading is wanting in taste, and, what is far worse, sadly deficient in intelligence. They recognise the nominative, verb, and object, as if they had peculiar inflexions, and parse difficult passages correctly, when no very unusual transpositions occur. They follow the logical structure of the sentence, as if it were composed of arbitrary symbols, whilst deriving no information from it, from ignorance of the connotation of the terms. The words are so well grouped, that an inexperienced auditor would set a value upon the performance far above its merit.

Is the writing of these pupils satisfactory? The penmanship is good, not at all deteriorating as Mr. Vere Foster seems to fear, and they rarely misspell any ordinary word; but the second branch of the modern trivium, moreover, comprehends Composition, and here they break down sadly. They are not, as a rule, able to put the simplest ideas into respectable form on paper.

Do these same pupils attain to satisfactory proficiency at arithmetic? Well, they work very difficult exercises that come under special rules with much accuracy and fair speed; but at easy questions requiring independence of thought, they are pretty sure to fail. I recently proposed the following question to 19 boys of sixth class, in a school of more than average merit, and not one succeeded in working it:—"If 13 stone cost 7s. 0½d., and if at the same rate, 19 barrels 11 stone cost £10 11s. 9½d., how many stones are in the barrel?" These lads could readily work ordinary exercises in Discount, circulating Decimals, Evolution, or the like.

The failure, you perceive, is of the same nature throughout, namely, in the training of the intelligence; and, how much of this kind of education may reasonably be expected in our schools, and how it is to be secured and appraised, is the question of the hour.

Can no more, then, be done than at present towards intellectual culture? I think so. The present defect seems to me to be two-fold, namely, a defective language-teaching, and a total ignoring of the Socratic method.

The teachers content themselves with giving and receiving eynonymous terms instead of meanings proper, and the lesson books contribute to the mistake. The pupil should first possess an adequate notion of the thing to which the name refers; and then, if there be time, let him have as many equivalent forms as possible. But what is the good of having two or more terms for nothing! "The real solution," says Professor Bain, "of the difficulty of teaching language at the first stage of intelligence is the object lesson, or whatever we choose to call the beginnings of imparted knowledge."

Again, the teachers show little skill in selecting words and passages for explanation, and are taken by surprise at the failure of their pupils

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to answer my very simple questions. I am satisfied, I may add, with an explanation in Irish. I am very frequently told that it had been assumed as certain that the pupils understood the word or phrase proposed for explanation. It is only by accident that the ignorance of a pupil or class on a certain matter is sometimes discovered, and a judicious teacher would make a permanent noting of the case. In my teaching days, I used a set of the lesson books specially bound, interleaved with blank sheets for notings of this and other kinds. The advantages of this plan over that of separate note books is obvious, and I beg to recommend the preparation of similar sets for the use of the teachers of my district. It is not the long and uncommon but the everyday words and phrases that demand attention. Explanations in the reading books, should appear as foot-notes.

Let me now inquire into the reason why our senior pupils fail at Composition. Well, in the first place, one cannot find a subject that they know anything definite about. Their observation has not been cultivated. Then their knowledge of words is extremely vague, and finally their knowledge of Grammar is not practical. If they get a theme, referred to in the lesson books, they transcribe as closely as memory enables them, and the passages thus borrowed are like gaudy patches on a beggar's garment, as incongruous and as badly joined.

Many contradictory views have been expressed as to when Grammar should be taught, and whether it should be taught at all. The latter point, I, interested as I am in Connemara, may dismiss at once. English is not the native tongue here, and, therefore, I presume, all will admit the necessity for that little Grammar that even Ascham contends for before proceeding to the double translation. Speaking generally, great part of our pupils do not hear pure English habitually spoken, and to such Grammar is obviously necessary. When children are able to recognise words promptly, the next step is to group them properly, and to emphasize the more important ones. These matters should receive attention not later than Third Class, and thus the occasion naturally arises for a reference to the noun, verb, preposition, and qualifying words. The all-important distinction between what is spoken of, and what is spoken of it, can be grasped at a very early age. I find in all the efficient schools in my district, an intelligent and useful knowledge of the parts of speech possessed by the Third Class pupils. Some theorists who condemn the early teaching of Grammar advise the teaching of Botany or the like. For my part I consider it at least as useful, and quite as well within the power of a child, to inquire into the functions of words as into the functions of stamens and pistils. The grammar of Fourth Class is, likewise, satisfactory; but in Fifth and Sixth Classes the old routine of parsing should give some place to correction of sentences, supplying of ellipses, analysis, and paraphrasing, all exercises of a more practical nature.

It will be universally admitted, I presume, that independence of thought displayed in working easy but novel Arithmetical exercises is more to be prized than mechanical dexterity at advanced rules unlikely to enter into the practical requirements of the pupil. But if the present very extended course be insisted on, the *rationale* cannot be taught. *There is not time for both.* Addition of money exercises should not be given on the ordinary test-cards, but on separate ones, because expedition at this exercise is the all important consideration after Third Class.

The course of Geography, like that of Reading, and of Arithmetic, is, in my opinion, too wide, and too shallow. Every reference to the map should have an interesting association in the mind of the pupil.

I have now indicated in a general way how the Commissioners may

stimulate intellectual training. At the secondary inspections, I do all I can personally to promote it; but I do not hope for important success until the teachers become more studious. When, last year, I was directed to prepare questions on Book-keeping for the examinations of teachers, I gave these papers a practical turn, because, as a result of my school examinations, I suspected the teachers did not properly understand the subject. The answers sent in proved that my suspicions were well founded. In numerous instances a teacher wrote down, in the words of the text-book, on one page, what it was proper to do, and did the contrary on the next. The questions for all but First class males were exclusively selected from the Board's Treatise. Sixty per cent. of the gross marks for First Class males could be scored from a knowledge of that treatise alone, and cent. per cent. with the addition of any one modern work. Before submitting the questions, I wrote out all the answers carefully, and thus timed the papers. The candidates were, at my suggestion, supplied with paper properly ruled for the exercise.

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The lady-manager of the Rahoon Convent National school, in her zeal for the advancement of the girls of Galway, desiring to make her good school excellent, requested and obtained, towards the end of 1878, the services of Miss Ryan who fully sustained her great reputation as an organizer. I wish she could be spared to this district for a protracted period.

The Model school departments are all most efficiently conducted, the training of the pupil teachers and monitresses is carried on with great judgment and zeal, and the establishment, in every sense, gives great satisfaction under the superintendence of Mr. MacGarry, a most careful and able officer. In reference to statements publicly made of late respecting this establishment, I may be permitted to observe that it is not just to debit one department, nor yet all three, with the interest of the original cost of a building that affords office accommodation for Head and District Inspectors, contains the depot for the stationery of the district, and in which are held numerous examinations of teachers and monitors, as well as some for the Civil Service Commission. An impartial critic, when estimating their cost, should not overlook the mighty impetus which the model schools have given to education in Ireland.

I have the honour to remain, gentlemen, your obedient servant,
EDMOND DOWLING.

The Secretaries.

MR. C. W. DUGAN.

*Mr. C. W.
Dugan.*

GENTLEMEN,—The observations which I have to make on the general state of my district may be briefly arranged under the following heads, which will probably comprise all the information on the subject that the Commissioners may deem necessary:—

I. *School-houses, &c.*—For the most part these are in good order, and many are in an excellent state, neatly fitted and furnished with all requisite appliances. Of the 129 schools in the district 33 are not supplied with out-classes and playgrounds. This must be looked upon as a great defect.

I think that more attention might be given to rendering school-rooms more attractive in their internal arrangements. Staring white-washed walls, bare and rough, with a few stiff-looking official tablets and maps, are all that generally meet the eye. Why not have them decorated

Appendix B. with fine prints or oleographs, and both kinds are now cheap enough! The *Graphic* and *Illustrated News* furnish examples of wood-cuts which might have been done by a Bewick, but especially portraits, admirable for truth, character, and expression, such as a Faithorne or a Houlstaken would not disdain to own. The Commissioners, it is true, supply sets of admirable coloured prints on Natural History, but these are comparatively expensive, and are not extensively used. But it is illustrations of men and of their actions, portraits and historical scenes, that I more especially commend for schools. The prints of our sovereigns chronologically arranged, a selection of those of the great statesmen, orators, poets of each age, and of the memorable events in our history, ought to be on our school-room walls. At once beautiful and useful objects of this kind establish a connexion between the imaginative and intellectual powers, awaken the æsthetic faculties, lead to inquiring thoughts, and produce a desire to know more.

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School-rooms ornamented in this useful way cannot be prejudicial to study or attention to school work, as every student knows. On the contrary, it will aid both by affording at intervals recreative variety to the brain and rest to the eye.

II. *Books, Maps, Stationery.*—The pupils, as a rule, are kept fairly supplied with the requisite class books and stationery. The annual results examinations, the promotions of pupils definitely and imperatively made, conduce very much to this regularity of supply, owing to the periodical necessity of having new class books for such pupils.

The class books as lately revised are in my humble opinion well adapted for use in our schools, and I strongly deprecate the attempt to introduce what has been termed in a kind of clap-trap way—free trade in school books. This would merely have the effect of producing an endless jumble in the method and quality of instruction without any appreciable advantage. Of course the idea finds favour with the tribe of book-makers and publishers whose name in these days is, indeed, "legion." Every one who can scribble now believes himself qualified to compile and publish school books. The book market has of late years been so flooded with worthless trash of this kind, due possibly to the cheapness of paper and printing, and, I may add, of advertising, that it requires much discrimination and firmness on the part of Boards of Education and teachers to select the few suitable, and at same time to keep out the many unsuitable publications that offer from day to day.

I also in the strongest manner discountenance the use of those numerous primers and catechisms on various subjects that have lately appeared from the same sources. Some of these treat of distinct subjects, such as grammar, geography, arithmetic, agriculture, &c.; others more ambitious pretend to embrace the whole programme of a year's study for each class within a few pages enclosed by flimsy paper covers. I discourage the use of such primers, because it produces cramming of the worst kind, and also because from my experience those schools in which it was extensively practised never produced *satisfactory* results at examinations. I can safely say that no course is attended with more profitable returns to the teachers, and sounder and more lasting results to the children, than the straightforward, thorough work through the recognised text books. The teacher should himself cut out his own work—arrange his lesson notes and prepare his own questions, and not suffer others, probably less competent, to assume the doing of what ought to be his most special duty.

III. *The Teachers* are a respectable body; all, with very few exceptions, indeed, striving to do their work conscientiously as public

servants, and faithfully mindful of the Commissioners' Rules. Several of the older teachers are at present being removed under the operation of the Pension Act, 42 and 43 Vic. I am not, however, sanguine in expecting that the young teachers replacing these will be either as efficient or self-sacrificing. Many of these new men in becoming teachers have ulterior objects in view, and merely seek the post as a sort of temporary occupation preliminary to competitive examinations for the minor Civil Service appointments.

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In some portions of my district the managers decline employing teachers trained under the National Board. In other portions such objection does not seem to prevail, the managers in this latter being only too glad to secure the services of our trained teachers. This difference is probably owing to their situation in different dioceses. Lately a young teacher who had been removed by the manager for the mere reason that he had been trained under the National Board very soon obtained a better and more lucrative school under another P.P. in a different part of the district. Another young teacher, recommended for first class from the Central Training Department, received notice to quit immediately after the bishop's visit to the parish. The manager informs me that he regrets the step, but that he had no option in the matter. This teacher's place is to be filled by a person trained in the R.C. Training Institution, Drumcondra.

Most of the teachers are pretty comfortable; several have saved money. Considering their social position and duties, and the limited expenditure which these demand, they are, as a class, pretty well off. If the teacher be efficient, liked by the parents of his pupils, and of temperate, thrifty habits, he is certain not merely of living happily and comfortably, but also of being able to put something by. I know of one young teacher of this description in charge of a remote country school with a small average attendance who was able to save £300 in six years—and of another who saved £75 in about two years. Instances of this kind could be multiplied.

IV. *Pupils.*—The attendance is pretty regular, at least as regular as circumstances will permit. I think, as a rule, that the parents keep their children from school merely through sheer necessity. The people have an innate love for education, and are fully alive to its advantages for their children, but the stern needs of breadwinning frequently stand in the way by the employment of even the younger ones either at field work or turf saving.

The average attendance for each school in the district has increased from 40·8 in 1878 to 43 in 1879.

In the greater part of the schools the pupils are quiet, orderly, and well-behaved during inspection and examination, and appear to be imbued with a very lively emulation as to the results of the Inspector's periodical visit.

It has often occurred to me that the operation of the results system must evoke, perhaps create, a sort of intellectual activity and a sense of responsible personality in the minds of the children, together with a definite directing of their school-work towards a certain goal, all of which must necessarily have a decided psychological effect hereafter upon the formation of character and habits the force and influence of which cannot yet be clearly estimated. Unless we go to the absurdity of ignoring the formative power of habits of thought and action, something must result very different from that of the aimless and personally irresponsible methods of learning and teaching under the older systems.

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V. *Proficiency*.—In estimating the worthfulness of a school under this head, I am in the habit of being guided by four considerations.—
1. The total number of *actual* passes compared with the total possible.
2. The proportion of these actual passes that are satisfactory.
3. The number of promotions out of the total number of pupils examined.
4. The comparative number of pupils in senior classes.

The comparative number of passes obtained gives a fair idea of the general proficiency as to mere quantity, but fails to show the quality or thoroughness of instruction given or attained in a particular school. This information can be arrived at only from considerations 2 and 3 above—i.e., the number of passes showing satisfactory proficiency, together with the number of passes made in the essential subjects of reading, writing, and arithmetic *taken in a group*.

The number of these essential group-passes is at once indicated by the number of promotions marked, and since such group-passes can be obtained only by an individual pupil, it is plain that in order to obtain the proportionate number of these as indicative of proficiency they must be compared with the total number examined.

This is preferable to comparing them with the total actual passes, inasmuch as a high proportion from such comparison may co-exist with a very imperfect and even weak proficiency for each individual pupil.

I look upon the sound instruction of each pupil as the unit to which we ought to refer in estimating the worth of the instruction in a particular school rather than to the total marks obtained by the pupils collectively. That school is undoubtedly the best in which the highest number of group-passes combined with satisfactory passes is made. The fourth element which enters into the consideration of worthfulness refers to the comparative numbers in the junior and senior classes, and enables me to form an idea of the *kind* of instruction given—whether it is elementary or advanced.

I have the honour to be, gentlemen, your obedient servant,

C. WINSTON DUGAN, Dist. Insp. N.S.S.

S. BROWN, LL.D.

Dandrum, 23rd February, 1880.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my general Report for the year 1879.

The district has been considerably altered since my last Report, the most important change being its extension northward into the city of Dublin. When I took charge of this district in 1877, it contained 97 schools, but owing to the change referred to above, and the addition of new schools, there are now 120 in operation. Of these 104 are ordinary schools, 3 Workhouse schools each with two departments, 11 Convent schools, one Evening and one Industrial school.

More than half the school-houses are good buildings, well lighted and ventilated, and in all respects suitable for school purposes; and most of the others are very fair. During the last two years, 5 new school-houses have been built—4 of them to replace old and unsuitable buildings, and one where a new school was required—two others have

been enlarged and almost rebuilt, and the rebuilding of another is now in progress. There are now but 7 bad school-houses in the district, and I expect that most of these will soon be superseded, and new buildings provided.

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There is space accommodation in these houses for 13,300 pupils, while the aggregate average attendance is but 8,484. Though the space provided is generally much in excess of what is needed, there are a few schools where it is quite insufficient even when the attendance is at the lowest.

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The teaching staff consists of 110 principal and 54 assistant teachers, about 36 nuns employed in the Convent schools, and 127 monitors. There is very little change in the classification of the teachers since my previous Report. There are 16 in first class, 50 in second class, 83 in third class and 13 provisionally classed. There have been very few candidates for promotion during the last three years. This year there is a greater number than usual. Whatever be the cause it is to be regretted that so few evince a desire or make an effort to improve their classification. There are but 40 per cent. above the lowest class, and yet there are many in third class quite competent to rise to a higher class, if their ambition and self interest were strong enough to overcome their aversion to study. It is likely that the provisions of the Teachers' Pensions Act will stimulate some to study and seek promotion, who have remained stationary, without an effort to rise, for many years. I shall be glad to see them become more studious. Their classification may remain stationary, but their intellectual attainments cannot stand still. If they do not advance they must retrograde. How many of the teachers who have remained 10 or more years in third class, would obtain that class at next Easter's examination, without further preparation? Very few I think. The uninteresting sameness in their mode of examining, which we sometimes meet with, arises from their want of new ideas. If teachers came from daily study to their daily work, full of intellectual life, there would be fewer dull pupils and fewer complaints of badly prepared lessons. There is a force and freshness in newly acquired knowledge which gives a wonderful zest to teaching. The pleasure of communicating new ideas is second only to the pleasure of acquiring them, and what is taught with pleasure is learned with interest and profit. I have much pleasure in bearing testimony to the good conduct of the teachers. They are a most respectable body, and generally esteemed. In the discharge of duty they are earnest and conscientious, and where they fail in doing all that might be expected, their failure arises neither from indolence nor apathy, but from want of system and want of skill. I have found them most willing to carry out suggestions for the improvement of their schools, and in many cases decided improvement has been made. Faulty methods of teaching are still to be found, but they are less common than they used to be.

Free residences are provided for 48 principal teachers, not including the teachers of Convent, Poor Law Union, Evening and Industrial schools, all of whom have residences. One application has recently been made for a grant to build a residence, the first that has been made in this district since the passing of the Teachers' Residences Act. The want of residences is not much inconvenience in the northern part of the District, as suitable lodgings can be got without difficulty, and teachers can live more cheaply and comfortably in lodgings than in their own houses while they remain unmarried. But in the southern part of the district the case is very different. Towns or villages where

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The average attendance of the district is nearly 8,500, which is an average of 71 for each school, and of 42 for each teacher, and 26 for each member of the teaching staff, whether teacher, nun, or monitor. The teaching power is certainly low enough, and cannot be reduced without lowering the efficiency of the schools.

In county Dublin the schools are so closely grouped together, that the distance which the children have to travel is inconsiderable, and their attendance is little affected by the weather and not at all by agricultural labour; but in the mountainous parts of Wicklow and Wexford, the population is sparse, and the schools far apart, so that many children live four or five miles from the nearest school. The attendance at these schools is very much affected by the weather, and also in some degree by the seasons of agricultural labour. One might expect that schools so differently circumstanced would show a corresponding difference in point of efficiency. But this is not the case. Some of the best and some of the worst schools are in both parts of the district, and the two extremes of efficiency are sometimes found in the same building. All other conditions are as nothing compared to the teacher. A good teacher will have a good school anywhere.

The proportion of attendance to the number on rolls is about 60 per cent. The irregularity of attendance is great for a district situated as this is. But there is another kind of irregularity which is more injurious to the schools, and interferes much more with their orderly working. I refer to the practice which prevails to a most inconvenient extent, especially in the schools in the city of Dublin and suburbs, of children going to school an hour or two too late, and of others leaving at all hours from 11 to 2 o'clock. A large number of children in some schools attend but 2 or 3 hours a day, and this appears to be a growing evil. The teachers say they cannot prevent this irregularity. Some children cannot get breakfast in time, others leave to go messages or attend to domestic duties, and cannot remain at school till the hour for dismissal. If attendance during the ordinary school hours were enforced, the teachers think that these children would not attend at all, but I am of opinion that judicious firmness on the part of teachers would remedy this evil to a great extent, and if the enforcement of punctuality did prevent some children from attending, it would be little loss to them, and a great gain to the other children.

I shall now briefly notice the general proficiency of the schools in the various subjects in the programme, and the character of the instruction given—premising that where I find fault, my censures do not apply to all the schools, as there are several in which the proficiency is good in every subject, and whose teachers deserve great praise for their earnest honest skilful work.

Reading has not improved much. It is generally distinct enough, but falls in accuracy and attention to punctuation. In many schools, the whole style of the reading shows that the children have very little idea of the meaning of what they read. Mistakes are frequently made which destroy the meaning of a sentence; when the pupil is asked to read the sentence again very carefully, precisely the same mistake is

made again and again, proving that the child was in the habit of reading nonsense without being in the least aware of it—sense and nonsense were equally appreciated and equally understood, as all colours are alike in the dark. There is no other defect in our schools of which inspectors so generally complain, and it is a fault of no trifling magnitude. Like almost all errors in methods of teaching, it is a mistake at the threshold, it arises from neglect in the earliest stage of learning the art of reading. Children are allowed to parrot page after page of the first book without attaching any meaning to the sentences, it is not much wonder if they think that reading has no meaning, or that the meaning is of no importance. This is the root of reading without intelligence. It is of the utmost importance that children should be taught to comprehend the meaning of the simple sentences which form their earliest reading lessons. When this is wisely done in the infants' and first classes, the children realize that written language has a meaning, and that reading is something more than repeating words in a certain order, they form the habit of reading thoughtfully, that is, they expect a meaning and try to find it. The meanings of words at the heads of the lessons are fairly learned, but these meanings are not often used to throw light on the sentences in which the words occur; in short, the meanings of sentences and the scope of the lessons form little or no part of the teachers' aim. They confine their examination on the subject matter to mere verbal questions of little interest and little importance, and but rarely touch the real meaning of the lessons, or ask anything calculated to rouse the curiosity of a child, or excite a loving interest in the living creatures which come within the range of its daily observation, or to enable it to look with an intelligent eye on this beautiful world which we inhabit. To examine a class well on the reading lessons, requires a large fund of general information, to be acquired only by reading and observation—a lively imagination under the control of sound common sense, and an intense sympathy with childhood. These qualifications are not very common among teachers, but any one who possesses them is a real treasure. He can clothe any lesson with interest, and make reading a delight to children. The pieces of poetry are generally correctly committed to memory, and better understood than they used to be, but they are rarely repeated with taste or feeling.

Spelling.—The proficiency in oral spelling is generally good, but in some schools, the dictation exercises of third and fourth classes are very defective. I am often surprised at the failure of children to spell the comparatively easy words which occur in the reading lessons, who yet, spell the difficult words at the heads of the lessons correctly and readily. Two inferences may be drawn from this. 1st. The children prepare the home lessons well. 2nd. The teachers pay too little attention to phrase spelling. I have no doubt that success in teaching this subject depends very much on the skill and care devoted to it when the children are just beginning to learn it. The eye can then be trained to see the letters in the words while reading—at first but two letters—then three or four—gradually this power improves—till in a short time the eye takes in with inconceivable quickness the letters even in long words, and with such discrimination that an error in spelling can scarcely escape detection.

Writing is greatly improved. The defects and faulty methods to which I referred in my previous report have almost entirely disappeared. The blackboard is universally used in teaching first class—slates properly ruled are now sent out from the Education Office—and long pointed

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Appendix B. pencils have taken the place of small fragments—not in every school, I regret to say, but generally. The results are most satisfactory. The writing of first class is often beautiful—the letters well formed and well proportioned—in fact good enough to pass in third class. And the improvement which begun in first class is gradually working up to the higher classes. There were very few failures last year—in many schools none at all. The writing materials are now so excellent that a good style of penmanship is comparatively an easy acquirement. If children are properly guided and prevented forming wrong habits in first class, they require little attention afterwards.

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Arithmetic.—I am not quite satisfied with the proficiency in arithmetic, and yet there is great improvement. In the junior classes there were very few failures last year. I attribute this favourable results to the very great care given by the teachers to the training of these classes in mental calculation, especially exercises in addition and subtraction. Counting on the fingers is no longer a necessity—and is now as rare as it was once prevalent. In the senior classes the proficiency is less satisfactory; mistakes both in method and working are much too common, and I sometimes find fifth class deficient in notation, particularly the notation of decimals. The teaching of the principles received too little attention, and there is often an injudicious and excessive use made of examination cards, which are highly pernicious when they are allowed to supersede systematic instruction, or interfere with the use of a regular treatise on arithmetic, which they too often do.

Grammar has been more unskillfully taught than any other subject in the school programme. Its abstract nature renders it more difficult of comprehension than most other subjects in the ordinary school course, but the want of success in teaching it arises more from a wrong method than from any inherent difficulty in the subject. So far as it can be learned by a mere exercise of memory, it is fairly learned, but that is not far. The children can repeat the technical terms employed in Grammar, and most of the formal definitions, but rarely know the meaning of either terms or definitions; they go through a parsing exercise like an algebraic formula, without attaching any definite meaning to the words they use, or ever thinking they have a meaning, but wherever reasoning, judgment, and intelligence are required they usually fail. There are a few schools in the district where this subject is well taught, but I regret to say they are very few.

Geography.—The proficiency in geography is very unequal. In a large proportion of the schools, third and fourth classes answer fairly up to the requirements of the programme, but in the two highest classes there are many failures.

Needlework receives due attention, and is generally in a satisfactory state. The senior girls make up articles of clothing, and patch very neatly, and the junior girls hem neatly, but knitting is not as much practised as it ought to be.

Agriculture.—The teaching of agriculture is not much attended to, and is of little use, as a very small proportion of the population live by agriculture. There are a few schools in Wicklow and Wexford where the boys have a fair knowledge of the theory.

Bookkeeping was taught in a few schools until last year. So far, the instruction has not gone much beyond the form of the accounts; very few are able to distinguish the debtor and creditor in a simple transaction not occurring in the book in use, but precisely similar; but the mechanical work of writing out the accounts is neatly done.

The extra branches in this district are a heavy item in an Inspector's *Appendix B.* work. The subjects include geometry and mensuration, algebra, *Reports on the State of Schools.* mechanics, Latin, Greek, French, vocal and instrumental music, drawing, physical geography, sewing machine, cutting out, and Girls' Reading Book. The number of distinct examinations in these subjects was over 2,000, of which 1,936 were held by myself. Vocal Music is well taught in several schools, but in other subjects the proficiency is generally unsatisfactory. *Dr. Brown.*

Monitors.—The teaching and training of the large number of monitors employed in this district, are matters of great importance. The teaching is fairly done in most cases, badly in a few, but the special or professional training required to fit them for doing efficient work, either as monitors or teachers, is often very defective. Instruction in methods of teaching should commence at the beginning of their course, and be continued all through their period of service; their knowledge of the theory and practice of teaching would thus go on simultaneously, which would add much to their usefulness as monitors, and prepare them for being useful teachers. But this is seldom done. Few teachers begin to instruct their second class monitors in "method" till within a few months of their final examinations. There is not sufficient time then, and the result is, that many who are fair scholars make poor teachers.

There are so many situations available for intelligent boys in and near Dublin, that few male monitors remain in office for three years, and fewer still obtain classification; but the case is different with girls, they usually serve the full time, and a large number pass the final examination creditably, and are eligible for appointment as teachers. The supply of teachers from this source is far more than sufficient to fill the vacancies that occur in this district.

I am, gentlemen, your obedient servant,

SAMUEL BROWN, District Inspector.

The Secretaries, Education Office.

MR. THOMAS O'HARA.

Portarlington, March, 1880.

Mr. T.
O'Hara.

GENTLEMEN,—Since I had the honour of submitting my last general report to you, this district has been much enlarged, twenty-eight schools having been added to it from the adjacent districts, and none taken off. It now comprises parts of five counties, namely, Queen's, King's, Westmeath, Kildare, and Kilkenny. In shape it is an irregular oblong about forty-two miles in length, thirty-two miles wide in parts, and above 900 miles in area. Its geographical features do not require any special notice. At present it contains 126 schools, inclusive of one which is permanently inoperative. These are classed as follows:—

(a.) Ordinary Town and Rural Schools,	.	.	110
(b.) Evening " "	.	.	1
(c.) Convent " "	.	.	11
(d.) Poor Law Union " "	.	.	4

Teachers.—Omitting the Convent schools, which are conducted by communities, there were engaged in the district at the close of the late results year 113 principal teachers, of whom 68 were males, and 45 females, and 32 assistants, of whom 8 were males and 24 females. Of

Appendix B these 145 teachers there are 6 unclassified, and the others are classed as follows :—

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Class.	Males.	Females.
I st .	—	1
II nd .	3	4
III rd .	20	10
IV th .	7	6
V th .	29	28
VI th .	15	16
Total,	74	65

Of the principal teachers, 37 males and 11 females have been trained ; all the others, principals and assistants, are untrained.

Monitors.—At the close of the results year there were 94 monitors employed in this district, of whom only 27 were males, more than one-half of them should be males if their appointments were made solely with a view to providing recruits for the teaching service, and, in my opinion, it is with this view that all monitorial appointments should be made, but the female candidates are much the more numerous, and the managers in general seem to prefer that they should be appointed. As to the training of these monitors its character may be judged from the fact that of seventeen who attended the annual examination along with the teachers at Easter last, there were only four found deserving of classification. I apprehend that the training of monitors will continue to be unsatisfactory until something more be prescribed for their annual results examinations than merely to pass fairly in the classes in which they are presented in the schools. I would suggest that "*Method*" should be one of the subjects of examination for second class monitors of every year, that *Book-keeping* and the *first book of Euclid* should be required from males of the second year, and that *Algebra* so far as the solution of simple equations ; and the first and second books of Euclid should be required from second class male monitors on their final examination.

The ordinary schools of the district, that is *all* the schools except those connected with workhouses, have space accommodation for 9,769 pupils, allowing eight square feet for each pupil. In many cases this accommodation is more than sufficient, in many other cases it is inadequate. The fitting-up of the school-houses is generally fair as regards desks and forms ; but it is very defective as regards the provision for hanging up the children's hats and cloaks. It is not uncommon to see a heap of these latter piled up on a damp floor in one corner of a school-room—often wet, and emitting a vapour which increases the heaviness of the atmosphere of the room. In most instances I find it useless to bring defects of this kind under the notice of managers. Most of them seem to think that an Inspector is over-officious when he calls attention to defects which his predecessors did not succeed in getting remedied.

The average daily attendance at all the schools of the district as taken from my note-book, was 6,843. The number of pupils actually examined for results was 6,467. In considering the character of the proficiency of the pupils examined, I believe it will be fair to judge of it by a reference to the amount of results fees awarded, looking at it from this point of view. I have good reason to be gratified with the progress made during the two years that have elapsed since I made my last general report. In every school except one—that has been under my inspection during that period the amount of results fees awarded per pupil has been considerably greater for the last year than for the year (1877-78) contemplated in my former general report. I am aware that this increase

in the amount of results fees awarded per pupil, an increase from which I infer progress in proficiency, may be attributed to another cause. It may be said that both teachers and pupils have now become familiarized with my modes of examination, and that *this* is the explanation of their greater success in earning results fees in successive years. Well, to this I have to say, in the first instance, that I believe it to be a surmise for which there are, in reality no grounds. I believe that I adhere in my results examinations as closely to the programme as any other examiner; and I do not consider myself at liberty to depart from it, or to substitute for it any arbitrary standard of my own in judging of the character of schools. But I can appeal to other facts than those adduced above as evidence of the progress which I believe to have been made during the last two years. On my taking charge of this district in May, 1877, as the work of results inspection was considerably in arrears, my Head Inspector Mr. Patterson, made the results examinations of nine of the schools. The number of pupils that he examined in them was 477, and the amount of results awarded was £95 19s. In the year now closed I examined in these same nine schools 507 pupils, and the amount of results fees awarded on my reports was £148 10s. 6d. Thus, the amount of results fees per pupil awarded in these schools for the last year is considerably in excess of what was awarded on Mr. Patterson's examinations three years ago; and as it will not, I believe, be suspected that I err in the way of laxity in my examinations, I think I am justified in regarding increased earnings per pupil as proof of improved proficiency.

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Now claiming that progress has been made during the past two years, it may not be out of place to say how that progress has been brought about. It has not been the result of any marked improvement in the attainments of the teachers. They remain, for the most part now what they were three years ago. From the classification of them given above it will be seen that the qualifications of the majority of them are low. The explanation of their greater success of late lies in the fact that more work, and work of a better quality, has been got from them, partly by a stringent adherence to the standards of examination laid down in the results programme, and partly by putting them on the way of doing their work more carefully. In my last general report I went into considerable detail in explaining my mode of examination. I need not, therefore, repeat these details now. I may say, however, that I get as much as possible of the examination work done *on paper*, and that I vary the exercises so much, in other subjects as well as in arithmetic—that teachers find it necessary to adopt the same practice. It is by doing so, and only in so far as they do so—that they are now earning much higher results fees than they were able to obtain three years ago.

Of the school accounts I am glad to be able to say that they are now kept with fair correctness in most of the schools of the district. I have rarely to suspect any attempts at falsification.

I remain, gentlemen, your obedient servant,

THOMAS O'HARA, District Inspector.

The Secretaries, Education Office, Dublin.

Spelling.—Oral spelling is very fair; writing from dictation tolerable; *dependant B.* but not much attempted at composition or letter writing.

Pennmanship.—Pennmanship is on the whole good; it is now taken up *Reports on the State of Schools.* earlier than heretofore; and is attended with more supervision.

Arithmetic.—The junior pupils are proficient in arithmetic; the senior rather limited, owing to the hurried manner in which they are pushed on to meet the requirements of higher classes, without sufficient time for the due inculcation of its principles. *Mr. J. C. Lane.*

Grammar.—There is not much success in the teaching of grammar; in many of the schools the subject is not skilfully or systematically taught.

Pupils frequently give the definitions of the parts of speech, and repeat the rules of syntax without any practical knowledge of their application; yet, I am happy to record some improvements within the year.

Geography.—The proficiency in geography is on the whole, tolerable; the subject is now taught with more success than on previous years; and is rendered more interesting to the pupils.

Agriculture.—This subject is not as popular as might reasonably be expected in an agricultural country; and is not attended with any marked success, save in Athy Model School.

Book-keeping.—The proficiency in book-keeping is too limited; the subject is taught only in fifth and sixth classes, to which only few of the pupils arrive; yet, I have found some progress within the year.

Needlework.—The proficiency in needlework is satisfactory.

Extra Branches.—Outside the Convent schools, and Athy Model Schools, much has not been attempted in extra branches; those chiefly introduced are singing and drawing. The former is attended with fair success; the latter, but with little.

In conclusion, I beg to say that, in my opinion, the literary condition of the schools is on the whole, as satisfactory as circumstances warrant; when I take into consideration the tender age of the pupils, the irregular attendance of many, and that most of them are yearly promoted to higher classes.

I am, gentlemen, your obedient servant,

JOHN C. LANE, District Inspector, Athy.

The Secretaries, Education Office, Dublin.

Mr. M. S. SEYMOUR, A.M.

Limerick, 20th March, 1880.

Mr. M. S. Seymour.

GENTLEMEN,—I beg to furnish my general report on this district for the past year (1879).

During the results period ending 26th February last, I examined fully 103 schools, the remaining two having been examined for results by the Head Inspector.

I also examined during the same period 24 schools for secondary form of report, and made upwards of 130 incidental visits.

In the latter class of inspections (secondary), I took care to include those schools which were most deficient in organization and general efficiency, with a view to take steps for their improvement, but for the great body of the schools, I believe that the annual examination carefully conducted, including the testing of the school accounts, and supplemented in most cases by an incidental visit afforded a sufficient guarantee for regularity and attention during the year.

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Progress of the Schools.—For the past year and indeed during the two years which have elapsed since my last report, I have good reason to think that the schools have been progressing in efficiency. At my occasional visits I have found the time-tables pretty regularly observed. An adequate stock of apparatus has been by degrees obtained, and a due supply of sale requisites kept up. The accounts have in nearly all cases been satisfactorily kept, the attendance of pupils has in several schools, including the Model schools, been largely augmented, and the general answering of the classes at the results examinations has given evidence of increased exertion, and improved intelligence in the teaching.

The Teachers.—While proofs of industry on the part of the teaching staff are ample, the want of technical training in the case of the majority of them in this district is still painfully noticeable. In many instances inferior results are exhibited at the end of the year, not because the teachers have not wrought assiduously, but merely for want of the secret how to direct their energies in a definite and skilful way, so as to attain the greatest effect with the least expenditure of labour.

I have noticed some masters and mistresses talking laboriously to their classes and confusing the pupils by the multiplicity of words, and the want of congruity and connexion in the matters referred to. A skilful teacher would use his eye more and his tongue less, and having cut out work for his pupils would set them to do it, giving assistance only where necessary.

It is of course indispensable that the pupils should be shown how to work, and for this purpose a certain amount of explanation and illustration at the floor lessons is essential, but that being done, they should be encouraged to think, and help themselves as much as possible. With a properly trained class of teachers one man or woman could do the work of two under the present desultory and irregular system, where the assistant is often in the way of the principal, and where noise is the substitute for activity. The question however remains, where are we to get such teachers when the Government training schools are practically closed to the majority of candidates by the opposition of their clergy? Much might be done by an extended system of organization of the schools, under well qualified organizers, but there are two obstacles to the success of such a scheme, firstly the managers are not, as far as my experience enables me to judge, willing to incur any expense in refitting or improving the schools; and secondly teachers have as a rule, a great objection to submit to the dictation of an organizer, and the moment the latter has completed his labours the former begins to revert to his original system of procedure. A good teacher should be able to organize his own school, and should have learned the art of doing so under duly qualified instruction.

Paid Monitors.—When I have stated that the bulk of the teachers are imperfectly qualified, it follows at once that monitors serving under them are not suitably trained. Indeed the original character of these young persons has in this district, as elsewhere, been very much lost sight of. Monitorships were instituted as a kind of scholarships for the pupils of the National schools, while undergoing a special course of instruction or apprenticeship which was ultimately to fit them for the office of teacher. The popular idea about them is, however, that they are an inferior class of teachers, paid at a very low rate of salary, and employed for a limited period. Managers often claim the appointment of those young persons on the ground of the attendance alone. Without regard to the qualifications of the teachers, or the circumstances of the school, and frequently with a special view to the needy condition of the

applicant whom they recommend. As regards this district however, I must say that selections have generally been permitted to go by merit, and if the monitorial staff be as it undoubtedly is of inferior quality, this is due to the fact that there are not now so many eligible candidates for the position as formerly, and also that the teachers, badly able to train them at best, are now under the pressure of the results system, disposed to give them less attention than before.

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School-houses, &c.—A change was made during last year by which twelve schools were taken from this district, and the same number from adjoining districts added to it. As the schools taken away were in most cases superior in point of construction and fittings, there has been a loss so far in the character of the accommodation here. This has partly been compensated for by the thorough renovation and refitting of three school-houses and the repairing and improvement of two others during the year. Two additional teachers' residences have also been finished since my last report, and two school-houses are in process of erection. Applications for aid to build were made in two other cases, one of which was rejected, owing to unsuitableness of the site available, and the other I believe for a similar reason. There are still in the district four or five very unsuitable school-houses, but even those have been to some extent improved.

Proficiency of Pupils.—The programme for results is of such an extensive character, that to realize it completely for any class above second, in one year, would be in my opinion too much for any but a very smart pupil working under favourable conditions, and as such conditions do not generally obtain, an Inspector in assigning his marks, must confine his attention mainly to the essential points, as an individual examination in all the subheads would be with the time at his disposal simply impossible. Hence it may well happen that a high class school conducted by an able and conscientious teacher to whom the interests of his pupils count for more than the immediate gain from results fees, may not make any better appearance on the examination roll than another school in which different motives operate and different methods are pursued. The Inspectors' marking paper will however, if closely scrutinized, exhibit evidence in favour of the former, and the examiner himself will not fail to draw a distinction between the school in which the instruction is wide and thorough, and that in which the leading points that pay are attended to, and facts inculcated rather than principles.

Reading has not much improved since my last report, it is deficient in accuracy and expression, though tolerably fluent and intelligible. *Explanation* both of prose and poetry, has received more attention in junior classes, but in the senior classes it is still neglected.

Spelling.—Stationary since last report. Dictation exercise practised as in examination only, with little subsequent correction. Pupils are not made to study the passage previous to its being written. Oral spelling is weak in junior classes, partly owing to the careless pronunciation of monitors, and partly to the neglect of phrase-spelling.

Writing continues to improve up to fourth class included, beyond that the copy lines are not so well imitated, and the exercise writing is mostly careless in execution, and tends to deteriorate rather than to improve the penmanship.

Arithmetic.—Very good in junior classes. I have from the very commencement of the results system conducted my examination of the third class in arithmetic on paper, with the exception of the portion of it in compound addition and notation, which was done on slates. I find the

Appendix. pupils in this district as in my former one (Dunmanway) to work exercises in the simple rules, from cards, on paper, with great facility and accuracy, in this class. In the higher classes, the proficiency in working ordinary questions from the cards is very fair, and the knowledge of arithmetical tables and of notation generally good; but the theory of the subject is decidedly neglected.

Geography and Grammar.—Owing to my invariable practice of examining very fully and closely in the programme for those subjects, a great deal of attention has been paid to them, and with as much success as is perhaps attainable under ordinary circumstances. I agree however, with other Inspectors in the opinion that those subjects should be excluded from third class, and that the programme for them should be readjusted, the requirements now set down for third, being assigned to fourth class, and so on, the present programme for sixth class being abolished, as too advanced for elementary schools.

Agriculture.—Answering in this subject is mostly by rote, and seldom stands the test of an inquiry that cannot be answered in the words of the book. The subject should I think be excluded from fourth class, but in the senior classes in rural schools the boys should be required to have an intelligent acquaintance with it.

Book-keeping has been taught in a considerable number of schools during the year, and the pupils have acquired a fair knowledge of the subject as far as regards journalizing and posting and tracing the transactions from one book to another.

Needlework is taught in the great majority of the schools attended by females, with more than average success.

Extra Branches.—A good proportion of the pupils examined for results were presented for extra branches, which I have always encouraged where the ordinary work was well attended to. Vocal music continues to be a grand feature in the instruction given in the Convent schools. It has also been of late years well attended to in the Model schools. Drawing is fairly taught in the Model schools, and in about six ordinary schools, and it is very well taught in one of the Convent schools. Geometry and Algebra have been taught with fair success in the Model male school, and in about twelve of the ordinary schools. In the female schools a considerable number of girls have been put forward for examination in the subject-matter of the Girls' Reading Book and in the sewing machine, also in domestic economy, physical geography, and book-keeping, but the amount of knowledge attained in these branches was certainly not worth the time stated to have been devoted to its acquisition.

I have the honour to be, gentlemen, your obedient servant,

M. S. SEYMOUR, A.M., District Inspector.

The Secretaries, Education Office, Dublin.

Mr.
A. Purser.

Mr. A. PURSER.

Clonmel, March, 1880.

GENTLEMEN,—Since my last general report was furnished two years ago my district has been considerably enlarged. Nine schools in Tipperary, two in Waterford, and one in Kilkenny, were taken from neighbouring districts and added to mine. At least half of these schools are in a very low state of efficiency—considerably below the average standard of the district; and in only one of them was the answering at the annual results examination good enough to warrant inclusion in the highest

class. Half are vested, and half non-vested schools: the latter all more or less defective as to building, fittings, &c. Besides these twelve schools, three new National schools, having an average daily attendance of about 400 pupils, have been added to the district during the past two years. Two of these are in a locality where the want of a school must have been much felt; the other was for a long time the only primary girls' school in Carrick. One vested house has replaced a very unsuitable non-vested cabin. One Workhouse school was removed from their list by the Commissioners. There were also temporary removals of four ordinary schools from the list; but these have already, after certain improvements being effected in the houses, been reconnected. The remaining schools show little change as regards building, except that three have been most advantageously enlarged. There appears to be great difficulty in keeping the majority of the ordinary non-vested school-houses in proper repair, as only very rarely are there any local funds specially set apart for the purpose. Perhaps some regulation could be framed to meet this in future, as was done in the case of providing suitable offices. Of the proficiency of the schools I shall have to write fully further on. In this place I will only remark that on the whole there has been fair progress. A few schools have been greatly improved by a judicious change of teacher, and a few by other means. On the other hand some inefficient schools remain as inefficient as they were; and some have certainly fallen back. But on the whole I consider there has been improvement. During the three years I have been in charge of this district a Carlisle and Blake Premium has been annually awarded to one of the teachers in it.

The average daily attendance in each of the 116 schools at present in operation is about 65 pupils. This is somewhat higher than in former years. The improvement in the attendance is not very great, but considering how continuous it has been for nearly fifty years, it seems rather premature and unnecessary to be calling out for "compulsory attendance." The children must stop at home at times in a country like this; and where without the few shillings a week earned by the junior members of a family, there would be absolute want of food and clothing, it is nonsense to talk of the superior "value of a good education," as some are accustomed to call the very moderate amount of instruction given in an average National school. One cannot send the constable to conduct mischievous or refractory pupils to school here as is done in Germany; nor is it desirable to render the present system of National education obnoxious by invoking the penal powers of the law, which the people are already too much disposed to resist. Every inspector must often have been surprised at the distance travelled with great regularity by many of the pupils. I am certain many persons in better circumstances would hesitate before sending their children to school half the distance in the weather that these children are sent out in with insufficient muffling and often after a very meagre breakfast. It is true that some children are kept at home or sent to school with great irregularity on the most trifling pretence, but the number is gradually diminishing. The parents are as a rule now very well aware of the importance of giving their children a sound knowledge of the elementary subjects taught in the schools, and where they feel confident that such is being imparted, they will generally make great sacrifices to allow their children to attend regularly. But when they believe that a teacher is neglecting his duties, or is inefficient (and none probably know better than the parents and children, when this is the case) it is only natural they should be careless in sending their children to school. I think we might therefore look for an improvement in the attendance, by effecting an improvement in the teachers—perhaps I

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Appendix B. should add in the school-rooms also, which ought to be always properly warmed and made somewhat comfortable in the cold season. If we could get all the teachers as good as the best one-third of the present body I believe there would be little complaint afterwards about irregularity of attendance.

Mr. A. Purser. Under the present system the Commissioners have little or no control over the appointment of teachers. When a vacancy occurs in the teaching staff the manager appoints whatever person he pleases. If this person has passed an easy test examination, the Commissioners cannot refuse to allow the appointment even though they believe it unsuitable or not the best possible. Yet too often the manager yields to local influence, and appoints some young person from his neighbourhood or parish; indeed with the present unsatisfactory distribution of schools no other can in some cases be found. The interference of the Commissioners is as I have said limited to the examination of the candidate in certain subjects, lately raised to about the same standard as that laid down as essential for sixth class pupils with the addition of a knowledge of the Commissioners' Rules and of a Manual of Method, or more correctly, "methods"; and in the case of male teachers of a little Geometry and Algebra. Formerly part of the examination was conducted orally, but now all in writing. The change has no doubt effected a great saving in the time spent at the examinations by the inspectors; but besides the loss of a safeguard against fraud, there is the loss of bringing the candidates into personal contact with the Head and District Inspectors, by which their readiness and general fitness for the office of teacher could be better judged. It is generally acknowledged that the primary schools of the German-speaking population are the best conducted in Europe, and perhaps it would not be out of place here, to compare their method of choosing teachers with ours; taking Prussia as the example.

All intending to become teachers are required to spend three years at a training seminary, and when entering it they must be at least 17, and as a rule not more than 24 years of age. The entrance examination must be both in writing and oral. The candidate is required to prepare a short essay on some given subject within the range of his own knowledge or experience; and to hand in written answers to questions proposed to him on the various subjects appointed for the examination. The oral part of the examination must include every branch of knowledge taught in the seminary, viz., religion, German language, arithmetic, geometry, geography, history, natural science, writing, drawing, music, and gymnastics. But methods of teaching must not be included as subjects in this preliminary examination. The first two years at the training seminary are spent in acquiring a thorough knowledge of the above-named subjects up to the point that is necessary for the due fulfilment of the teacher's office. The third year is mainly spent in imparting this knowledge to others, and in practising the art of teaching in the schools connected with the seminary under the guidance and supervision of the *professors*. The instruction given to them in the didactic art is a model of that which they, in their turn, will be expected to impart to their pupils. Having gone through the entire course at the seminary each student must undergo a final examination. The work to be done in writing on this occasion is as follows:—A composition on some topic connected with scientific methods of training and educating the young; or on the methods of teaching the German language and literature; an essay on some religious subject; the solution fully written out of three problems in geometry and arithmetic; answers to three questions—one in history, another in natural science,

and the third in geography; besides some optional subjects. The oral examination embraces all the subjects taught in the seminary. But in addition to these the student has to submit to a practical examination and must prove his ability to teach, by giving a lesson in one of the ordinary subjects of the school-course. The topic of the lesson is intimated to him two days before the examination; and he is required to bring with him copious notes of the lesson which he has prepared. These tests are in my opinion very much more severe than those applied to our highest class teachers; yet what does a successful passing of the examination gain for the candidate? A certificate entitling him to fill the office of primary teacher, but *only provisionally*. Within five years at latest he must again present himself for a second examination in order to earn a certificate of fitness for a permanent appointment. For this final examination the teacher has to write four essays, one on a subject of his own selection, another on some detail of school organization, and two on subjects taught in the schools. The oral examination consists of questions on the history of teaching, the science of education, the classification of schools, and the best methods of teaching individual branches. At the practical examination the candidate must give a model lesson on some one of the subjects in the school programme, of which he is informed the day before the examination. A successful pass now entitles him to a permanent appointment.

This differs from the Irish system in requiring all teachers to be trained; in requiring teachers to be older than here when first appointed; in a rather more extended course of study; in requiring a proof of the teacher's ability to impart systematically to others the information he has himself acquired; and in the granting of only a *provisional* certificate until the teacher has proved himself fit for his position.

There is one thing which renders it difficult to have good teachers and that is the multiplication of small schools. There are in this district about 14 double schools (that is, with separate departments for male and female pupils), which even if united into 7 mixed schools would scarcely, or not at all, command the services of an assistant. The consequence is that the teachers have comparatively little beyond their class salaries to support them, and as only low classed teachers can be induced to settle down in such places, the income is too small to tempt good candidates to enter the service. Some teachers indeed cannot keep up the required average attendance to entitle them even to their class salaries. But of course it is the pupils who are the chief sufferers. Another manner in which small schools are needlessly multiplied besides this of having separate departments for boys and girls, is by getting them up on what I may call a parochial rather than a National plan. Clerical managers as a rule naturally prefer having the children of their parish attend the schools in the parish as they can thereby keep better watch over them; and in such cases are disposed to consider only the distance of a locality from their own schools without any reference to those in neighbouring parishes. There is one part of this district where in a rectangular space of about 20 square miles (about 5 miles long by 4 wide), there are no less than 9 schools; yet it is a strictly rural district with only one small decaying village in it. Three of these schools have an average daily attendance of less than 30, and only one has an attendance to warrant salary to an assistant even under the old scale. I believe the interests of education would be advanced by amalgamating many of the smaller schools.

Of the general body of teachers I can speak only in terms of praise. Many of them are wanting in the qualities that make a good teacher,

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Appendix B. but very few are wanting in sufficient zeal and earnestness to do their best for the children committed to their charge, even when they have the depressing element of small numbers and great subdivision of these into classes. By continuing to hold secondary inspections in as many schools as possible besides making frequent visits of surprise I have become pretty well acquainted with the methods of the teachers in the district. With those who, having been long engaged in teaching, have got into a routine way of going through their work I think little can be done except pointing out to them the subjects in which the pupils are most backward, and asking them to give a little more attention to these. With those whose period of service is not so long, some advantage may be gained by pointing out improved methods of teaching. It is I think to be regretted that none of the manuals of method on the Board's "List" contain any general principles of education; for the teacher has nothing to guide him when he finds it impossible to carry out any of the specific plans laid down in these books. A knowledge of the object and principles of education might do much to cure many prevailing errors in teaching.

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I will now refer to the general proficiency shown in the ordinary and extra subjects of instruction, as determined by the annual examination for results fees. At the examinations held during the past year the numbers examined were 500 more than in the same schools examined during the year ended 28th February, 1878. The increase is distributed over 63 schools, while there is some decrease in 31. I believe the increase is in all cases *bona fide*, and is not in a single instance due to falsification of the school records; indeed these are now kept with great care, and without any wilful inaccuracy. The increased attendance has as a general rule been accompanied with an improvement in the efficiency in the schools. It is not easy to discover how much of the apparent improvement is due to the lowering of the standard in some subjects, but I do not think it is very much. Probably more is due to both teachers and pupils becoming accustomed to the different style of examination adopted by me and by my predecessors, not that my standard varied considerably from theirs, but that my method of testing the pupils may in many cases have been different so as to be somewhat puzzling to the children.

The infants form a distinct division of the school. The only subjects required from them by the "Programme" are reading and spelling. The latter has always been well attended to, and as a rule there has been fair proficiency in naming words at sight. But in this division, and often in first class as well, the pupils continue to read in a sing-song fashion, without much regard to the correct grouping of words. In this matter I fear no claim of improvement can be advanced. The defect is largely due to the employment of paid and unpaid monitors in the teaching of the infants. Besides in reading and spelling I almost invariably examine the infants in writing, counting, figures, and the addition table. The teachers in consequence generally keep these little ones employed at these subjects part of the day, much to the advantage of the discipline and order of the school, enabling them also afterwards to get over the mechanical points in the lower classes more rapidly.

Reading.—In this subject little beyond correct naming and grouping of words can be expected from the junior classes, but a more finished style might be looked for from the seniors, so as to bring out clearly the full meaning of the passages read. As a rule I think the junior classes do read with fair correctness; failures in reading are not very numerous, while a large proportion of the pupils examined get full passes in this

subject. But with the senior classes I seldom find any higher proficiency; the reading can scarcely be called intelligent, too often not even intelligible. In fact an inspector has to rely very much upon his knowledge of the reading books to understand what the pupil is reading. It is probably owing to the teacher's knowledge of the lessons that this defect escapes notice. But in any case the time given to reading in the senior classes is in most schools too short, so that little more than "mere passes" can be expected. As a teacher is paid the same results fees for a "mere pass" and a "full pass," it is likely that their first object will be to gain the largest number of passes, without any reference to the quality of the pass. Unless it is contemplated to grant different results fees for the two classes of passes, it appears to me that it would be preferable to have only one pass-mark and standard. This should certainly be higher than the present "mere pass." The point to be considered in each case would be, is the pupil fit for promotion in the subject, or likely to get more profit by spending another year in the same part of the course.

The poetical pieces are now repeated more satisfactorily than formerly. There is less hurry and less of those gross blunders that made nonsense of the verses.

Explanation remains very defective. Much of this is due to want of courage on the part of the pupils, who are afraid lest they should give a foolish answer. This, of course, it is the teacher's business to cure; but to do so, and to enable the children to answer intelligently on the lessons, would require more time than most teachers find themselves able to spare for an unprofitable subject. I believe the best remedy would be to allow a special fee for satisfactory explanation and answering on the text of the reading books. I believe this would be far more valuable than the present very doubtful and almost useless proficiency in grammar. The meaning of words recently inserted in the fifth and sixth class books will probably lead to a better understanding of many of the more unusual terms, but I doubt if it will lead to greater attention on the teachers' part to the explanation of the lessons.

Spelling.—The proficiency is in most schools fair enough. There is a good deal of improvement in the senior classes since the "Programme" very properly required that the test passages for dictation should be taken from the class reading book. In teaching, it is still too common not to get the pupils to prepare beforehand the passages for dictation. It is a pity that the great irregularity in the spelling of our language renders so much time and labour necessary to acquire the power of correct reading and spelling. We are at a great disadvantage in this respect to those people who enjoy the benefit of a phonetically spelled language—a point often overlooked in comparing the work done here and in other countries.

Writing.—I feel confident that great progress has been made in this subject. There is now scarcely a school in the district that cannot show fair penmanship. Writing is begun in the infant class; the junior pupils generally have long pencils when writing on slates; a proper supply of suitable copy books is kept on hand; to these causes I attribute the improvement in writing. A pupil of the Ballylooby Female National School carried off Mr. Vere Foster's highest prize last year, and in a good many other schools almost perfect imitation of the headlines is attained. I do not attach much importance to this, however, as I consider what should be aimed at is the power of writing rapidly yet legibly. Time spent in acquiring higher proficiency than this would be better bestowed upon more intellectual subjects. Writing being an almost

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purely mechanical acquirement ought not, in my opinion, to count in determining a pupil's fitness for promotion.

Arithmetic.—Judged by the number of passes and by the quality of the passes there has been very fair progress in this branch. The increased number of passes is largely due to lowering the standard for fourth class, in which there used always to be many failures. The test cards now in use for that class would, in my opinion, be more suitable if they contained each two difficult sums in the simple rules. The test for these rules in third class is not severe enough to insure a thorough knowledge of them. Requiring for a pass that only half the questions set need be answered appears to me objectionable. For instance, in third class, suppose the Inspector gives a sum in simple subtraction, multiplication, division, and addition of money, and that a pupil answers the second and fourth but fails in the other two, it is plain that he has not such a knowledge of the simple rules as would justify his leaving them for the compound rules. Fifty per cent. of questions answered is not sufficient to prove a pupil's fitness for promotion. The original standard of sixty per cent. was a better one. A little more than this (sixty-six per cent.) now entitles a pupil to a "full pass," and probably nothing less would enable a pupil to profit from the instruction that ought to be given to the higher class. The sub-heads of arithmetic, notation, and tables receive due attention, but the proficiency in mental calculation is not as good as it should be. Short and quick methods of solving questions are not pointed out, and even in slate work such simplifying as "cancelling" is generally neglected.

Grammar.—I cannot report any progress in this subject. Managers, teachers, and pupils, all appear to regard the subject as an unpleasant necessity. It cannot be successfully taught until the pupils have a fair command of language, and therefore only in the highest classes. The great differences that exist amongst grammarians, not only as to the subject itself, but also as to the method of teaching it, would seem to confirm this opinion. A single system of analyzing sentences, together with due exercise in language (forming sentences, &c.) would, I think, be more profitable to the pupils than the present course, which appears so far to have led only to an imperfect and doubtful knowledge of grammatical terminology, without any appreciation of the underlying substance.

Geography.—Except in the lower classes, the standards laid down for this subject is very indefinite, and the teachers too often waste their labour by travelling over too wide a circuit. The knowledge of the maps is generally pretty fair, but I do not think the maps are understood. The course laid down in this subject does not agree with the educational principles of proceeding from the known to the unknown—from the near to the more distant; and it seems a mistake to have the third class spending a whole year learning about the divisions of land and water on the globe without being required to know the meaning of these divisions. A very good specimen of a geographical lesson beginning at home may be found in Payne's "Visit to German Schools," page 73, *seq.* I should like to see all schools provided with a 6-inch and 1-inch map of their locality, with a county map, and a good supply of blank maps. Whether any but blank maps should be allowed in a school is, I think, a point deserving consideration.

Agriculture and Bookkeeping.—These are two strictly practical subjects, but it is very rarely that either is taught in a practical manner. The pupils acquire a certain glibness in the use of terms, such as potash, silica, plant food; debit, credit, stock, &c.; but show very clearly that these have little or no meaning for them when put to a practical test.

Needlework is now very well attended to in all schools, having the services of a female teacher, and very good specimens of sewing and knitting are produced at the annual examinations. I do not think that many girls could be trusted with the requisite number of yards of cotton and linen to make say a shirt if left to themselves. Many would succeed in doing rows of neat stitching on it, or in making the button-holes; but few would 'cut out' satisfactorily, and very few would put the different pieces together properly. This is of course owing to the difficulty of providing a sufficiency of such work to enable the pupils to learn how to do it. There are a few schools in the district to which ladies in the neighbourhood do send as much 'work' as they can, for the purpose of furthering the proficiency in this branch. I am glad to be able to state that much less fancy work is executed by the pupils now than formerly.

The subjects hitherto reviewed are obligatory; I will now briefly refer to the *extra* or *optional* subjects. And here I beg leave to repeat an opinion before expressed, that only those teachers should be allowed to teach optional subjects during school hours whose pupils have proved themselves at previous examinations to have attained a fair proficiency in the obligatory branches of the school programme. Though instruction for four hours a day may be considered sufficient for the junior classes, I think five would be little enough for the senior classes, especially since they as a rule lose the whole of one day in the week—Saturday. Besides singing and drawing, the most common 'extras' are in boys' schools, algebra and geometry; in girls' schools the use of the sewing machine and knowledge of the subject-matter of the girls' reading book—domestic economy, as it might be called. I am not competent to give an opinion on the value of the instruction in *vocal music*; the singing appears to me in most cases harsh and wanting in expression, and in many cases not harmonious. I should be glad to see a specific portion of Hullah's Manual laid down for study in each class, and the attention of the teachers directed to what I believe should be the object of their teaching, viz.: the power of reading simple passages of music *at sight*. This amount of proficiency I have not found attained anywhere. The specimens of *drawing* executed at the examinations were not as a rule of much value, except in three or four schools. *Geometry* is I think more successfully taught than *algebra*, in which failure is very common, but both subjects are taught too much, through the medium of the text books, instead of orally at the blackboard. The amount of instruction given in the two girls' subjects above mentioned is very fair. In the case of the sewing machine, I think only half fee should be paid for a No. 2 pass, the other half to be paid when the pupil gets a No. 1 pass. In the language and other science 'extras,' so few were presented for examination, and so very few passed that it would be no injustice to remove these subjects from the list with the exception of physical geography, especially since the pupils taking up these subjects can now present themselves for examination before the Intermediate Education Board. Very few pupils indeed venture on the second year's course of the physical sciences. Would it not therefore be well to give them in the first year a connected view of the whole subject, such as they would find in a good science primer; and for the second year to require a knowledge of a more advanced text book?

Glancing at the local sources of the teachers' incomes, I am sorry to have to state that school fees have fallen off during the past twelve months, so that the teachers are also among the sufferers from recent bad seasons. The Clogheen Union remains contributory; the other

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unions, wholly or partly within the district, are non-contributory. In only two cases did the 'local aid' fall short of the sum necessary to procure for the teacher the whole of the treasury share of the results fees earned.

Mr.
A. Purser.

I have the honour to be, gentlemen, your obedient servant,

ALFRED PURSER.

Mr. J. MACDONNELL.

Mr. J.
Mac-
donnell.

Bantry, 13th March, 1880.

GENTLEMEN,—I have the honour of submitting the following general report on the schools of the Bantry District for the past three years. My last report was written for the year 1878.

The district occupies the south-western part of county Cork and the south-eastern part of county Kerry, and consists of sixteen parishes. It is much indented by bays and inlets of the sea, and is intersected from east to west by a chain of lofty mountains more than forty miles in length, culminating in peaks more than two thousand feet in height. It is in the western extremity of this chain that the celebrated Berehaven Copper Mines are situated.

The soil is shallow, wet, and cold, and badly cultivated. The greater part of it is in grass, on which small breeds of cattle and sheep are pastured. The principal crop raised is the potato. There are no manufactures, but the people who live near the coast make a good deal of money, at certain times of the year, by fishing, and by raising coral sand, which they sell to the farmers as manure.

In general the people are very poor. Numbers of the men go to England and Scotland to find employment during the summer and autumn, and almost every family has one or more of its members in America, from whom it receives generous assistance.

The dwelling-houses are very bad, and certainly worse than I have seen in any part of Ireland. In many localities the Irish language is more spoken by the grown-up population than the English.

The towns in the district are Bantry, Ballydehob, Sukull, Goleen, Durrus, Castletown-Berehaven, and Kenmare.

The following table shows the number of schools in operation in the district during the past three years:—

	1877.	1878.	1879.
Ordinary,	113	115	104
Convent,	3	5	3
P. L. Union, . . .	4	4	4
Total,	120	122	111

The only changes that took place in the schools of the district in 1877 and 1878 were that five Mixed Schools, which were held in very bad houses, were superseded by the separate schools in good, new houses. Four of the new houses are vested in the Commissioners, and one in trustees; the others are non-vested. Several similar changes are in contemplation, and will be carried into effect as soon as circumstances shall permit. The managers in general are in favour of separate schools, and I fully agree with them on the point.

In the early part of last year the school districts were reconstructed. Twenty-eight schools, with an average attendance of 1,770 pupils, were

taken from the district; and seventeen schools, with an average attendance of 1,319, were added to it.

The change was wise and judicious so far as this district is concerned, as in its former state it required an excessive amount of labour to work it.

The schools taken away are in the eastern part of the district, in county Cork, having the town of Skibbereen as an outpost; fourteen of the schools added are in the western part, in county Kerry, having the town of Kenmare as an outpost; and three are in the northern part, in county Cork, having Inchigeela as an outpost.

I believe the low class of the teachers is mainly to be attributed to the want of training. Nearly all the teachers in the higher classes were trained. The teachers in general do not study or make proper exertions to get themselves promoted, and, under present circumstances, I do not see much prospect of improvement. Their domestic arrangements are unfavourable to study, and the annual examinations have become so difficult that they are afraid to attend them. The system of examination, so far as the examiners are concerned, has been brought to a high state of efficiency, but there has been no corresponding progress in the mode of preparing the teachers for examination. Of late years very few teachers have been promoted at the annual examinations. Under all the circumstances I think that every young teacher in a low class should be compelled to attend an examination at least once in every three years.

I have much pleasure in bearing testimony to the high character of the teachers as a body. During the past three years I have not heard of a single case of irregularity of conduct amongst them, and only in a few cases had I any occasion to complain of irregularities in the school accounts. Few teachers here leave the Board's service for other employment. Last year one emigrated, one went to college, one got an appointment in the Excise, and one resigned from old age and infirmity.

One teacher who has been forty-four years in the service is to resign at the end of the present month under the pension scheme, and two others have applied for leave to resign under the same scheme.

The want of residences near the schools is a great hardship to the teachers. Only seven have residences in this district. I know of more than a dozen cases where the teacher has to walk from eight to twelve miles a day, to and from school, to the great injury of the school.

Reading.—The number of failures in reading was small, but it was only in the best schools that satisfactory marks were obtained. In rural schools with an Irish-speaking population, such as this, more than intelligent reading need not be expected.

The meaning of the words at the head of the lessons was fairly understood, but a knowledge of the subject-matter of the lessons was only very moderate.

The repetition of poetry is good in a number of the best schools, and tolerably fair in a large proportion of the others, but the matter, especially in the higher books, is little understood. The recent changes made in the reading books are a great improvement, but the annotations are not yet perhaps sufficiently numerous.

Dictation and oral spelling are taught with a fair degree of success. It is only in third and fourth classes that failures generally occur.

Writing.—The copy books with head lines are generally tolerably well written, except the names and dates at foot, but the exercise books, except in the convent schools, are not written with sufficient care.

In general the blackboard is not sufficiently used in teaching the young children to write and make figures.

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Arithmetic.—The proficiency in first and second classes is in general good; in third class failures in long division are common; in fourth class the greatest number of passes are—the standard in this class is lower than in the others; in fifth and sixth class the proficiency is moderate. The standard for sixth class is high, and only pupils who have a good knowledge of the subject can pass.

Altogether arithmetic is worked with much more precision and accuracy now than before the introduction of the results system.

Grammar.—In a considerable number of schools grammar is well taught, and in many others it is taught with a tolerable degree of success, but I examined schools during the year in which the results under this head were of very little value. In sixth class the failures are for the most part in letter writing. I should like to see a book of letters on the Board's list of requisites.

Geography.—The results in geography are moderately fair. In the junior classes, however, the want of systematic and careful map teaching is sometimes apparent, and in the higher classes, in many cases, too much time is spent in getting tasks out of text books without explanation or reference to maps.

Agriculture.—In the rural schools the boys in the senior classes were examined in agriculture, and the character of the answering, except in a few schools, was unsatisfactory. Some teachers appear to think that a superficial reading of the class book is sufficient to qualify for a pass. This is a great mistake, as it is only by careful teaching that the subject can be understood by children. In rural schools agricultural tablets showing the rotations of crops, &c., should be hung on the walls, and the boys should be trained to make collections of the grasses and the natural orders of plants growing in the neighbourhood, and also of the grubs and insects that prey on the crops, and of the rocks from which the soils of the place are formed. They should also be trained to grow flowers about their own homes. It is in this way that a taste for agriculture will be engendered in the minds of the pupils. Number examined in agriculture last year in ordinary schools, 326; number who passed, 122; per-centage of passes, 37.

Book-keeping.—In examining on book-keeping I require two conditions for a pass. One, that the required number of sets, including waste book, journal, and ledger, be carefully and neatly written out, and the other that the pupil has a fair knowledge of the subject.

The proficiency last year was better than in the previous years, but still far below what it ought to be. Number examined, 344; number passed, 176; per-centage of passes, 51.

Needlework.—In 47 schools 1,573 girls were examined in needlework, and 1,461 passed, or 93 per cent. These figures show a very satisfactory degree of proficiency. The convent schools are pre-eminent for the character of the needlework.

Extra Subjects.—In many schools too many extra subjects are attempted, to the great injury of the primary subjects of instruction. In a school which I examined lately, and which may be taken as a type of several others, classes were presented in agriculture, book-keeping, geometry, algebra, girls' reading book, sewing machine, and physical geography, and in most of these subjects not a single pass was obtained.

No teacher in a class lower than first or second should be allowed to teach any extra subjects, except geometry and algebra. If extras cannot be well taught they should not be attempted.

The following table shows the number of pupils examined in extra subjects during the past year, and the number who passed :—

	Number Examined.	Number Passed.	Reports on the State of Schools.
Geometry and Mensuration,	115	56	<i>Mr. J. Mac- donnell.</i>
Algebra,	123	70	
Physical Geography,	34	0	
Girls' Reading Book,	43	25	
Singing,	235	149	
Drawing,	128	47	
French,	6	6	
Botany,	7	7	
Navigation,	1	1	
Irish Language,	2	2	
Cutting-out,	16	10	
Pneumatics,	4	0	
Heat,	4	0	

It is only in the convent schools that singing and drawing are taught with any degree of success.

In concluding this report I am happy in being able to state that the extraordinary efforts, public and private, which have been made to meet the prevailing distress, have been very successful, and that the prospects of the country are bright and hopeful, compared with what they were at the termination of the past year.

I have the honour to be, Gentlemen, your obedient servant,

J. MACDONNELL, Dist. Inspector of N.S

The Secretaries, &c.

Mr. JOHN BROWNE.

Cork, 3rd March, 1880.

*Mr.
J. Browne.*

GENTLEMEN,—In compliance with your instructions, I beg to submit the following as my General Report for the year ended 29th ultimo :—

At the beginning of the year, twenty-eight of my more remote schools were transferred from this to the new district, having Bandon as centre. This change has not only made my work much lighter ; but, which is of more importance, has enabled me to devote more time and attention to secondary and incidental inspections, and to make my results examinations more thorough than before the change was at all practicable.

There were in operation during the year :—

	Schools.	Average Attendance.
Ordinary Town and Rural,	79	5,762.7
Model,	4	408.3
Convent and Monastic,	8	3,041.4
Industrial—under the Act,	2	114.0
Poor Law—Departments,	8	309.5
Evening,	1	31.9
Total,	97	9,685.8

The teaching staff, exclusive of the principals and assistants of the convent, and monastic schools, are classed as follows :—

Class.	Principals.	Assistants.	Monitors.
1st,	21	5	12
2nd,	35	14	147
3rd,	30	64	1

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It is to be regretted that so large a proportion of the teachers are in third class, and that so many of them are apparently resigned to remain in it. This may in a few cases be owing to indolence or to a naturally low intelligence; but in the majority of cases this is not so. The fact is that a love of knowledge for its own sake is very rare among young people. Hence there must be an adequate motive to induce them to devote their leisure hours to study. The craving for amusement—for social enjoyment is too strong to be readily overcome. Now the results system, whatever its other merits, has to a certain extent "levelled up" the distinction as to remuneration between the lower and higher grades in the service. Hence in any future change in the scale of teachers' salaries, I should be glad to see a wider distinction made between the pay of a third and of a first class teacher. The former would have no right to complain so long as a higher scale of salary would be available by honest work. This, together with class salaries to the assistants, and the inducements of a liberal pension Act, ought to stimulate the ambition of every teacher in the service. Indeed the teacher, who under such circumstances would deliberately choose to remain in third class, would be utterly "unworthy of his salt." Every National teacher—no matter how onerous the work of his school may be—has abundance of time at his disposal for all necessary recreation as well as for those studies essential to his efficiency as a school-master. A recent writer has said, "Tell me how a man spends his leisure hours and I will tell you his future;" and of no body of men may this be more justly said than of the Board's teachers. Very few hard working men among them have much cause to complain in regard to their promotion. It is in early manhood the habit of self culture must be formed. It is then we find both the ambition to rise, and the "nerve" and energy that overcome obstacles and make difficulties light. Without this habit, even the naturally clever teacher soon becomes dwarfed in intellect, and comparatively worthless as an educator. In connexion with this subject, I would respectfully suggest that an optional be added to the obligatory course of study required for the higher classes. Hitherto mathematics and physical science have very properly held a high place in the teachers' programme. I think classics and French might now be very profitably added as alternative subjects for algebra, trigonometry, or natural philosophy; and that a teacher, already in second division of first class, on obtaining the Board's certificate of competency to give instruction in Latin, Greek, French, or Irish, should in future rank in first division of first class.

I have returned the school-houses of the district, as 73 good, 17 middling, and only 7 as really bad or unsuitable. The unsuitable were originally dwelling-houses, which have been either rented or given for school purposes, and for which they are very ill adapted. Three of these will soon be superseded by good houses—two of which are now in course of erection, and promise to be not only excellent as to school buildings, but as an ornament to the city of Cork. In a few cases from the want of school premises, and owing to the inability of managers to procure them, playgrounds and other accessories to decency and health are wanting and cannot be had. It must be acknowledged, however, that recent action on the part of the sanitary officers has in several cases effected improvements that the Board's inspectors were previously powerless to enforce. Very extensive additions have been—at a cost of not less than £1,500—added to two of the convent schools of the city. The vested schools at Sunday's Well have been put into proper repair—and a larger and more suitable school-house has been provided at Myrtle-

ville, and a new one at Fota has been nearly completed, and provided with all necessary furniture and appliances at the cost of A. H. S. Barry, Esq.

The pupils examined for results during the year were classed as follow:—

	No. examined.	Percentage of whole.
Infants,	1,872	20·8
I.,	1,467	16·2
II.,	1,363	15·1
III.,	1,535	15·3
IV.,	1,150	12·8
V.,	822	9·1
VI.,	494	5·4
VII.,	481	5·3
Total,	9,034	100·

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Reading.—The progress in this branch is on the whole very fair—especially in the junior classes. It is generally fair at sight, fluent, verbally accurate, and tolerably intelligent; yet rapidity of utterance, neglect of stops, and the slurring over of unusual or difficult words are still too common. The “forcing system” begins to tell in the fourth-class—in which the style is too often monotonous and “sing song”—little or no attention being given to correct grouping and clear enunciation—while in the higher classes one rarely meets with “reading with expression,” or that in which regard is given to inflection of the voice and the principles of accent and emphasis. The fact is, the children are very often too young to comprehend lessons selected, it is true, from some of the most beautiful, but at the same time some of the most difficult of the English classics. Very few Third class Teachers are themselves good readers—in the best sense—or capable of explaining the learned phraseology and historical allusions in many of the lessons in the Fifth and Sixth Books. The new revised editions of these are, however, a very great improvement on the old—the appendix in each case helping to elucidate passages otherwise written to many young readers in an almost unknown tongue—considerable attention is now given to the preparation of the required number of poetical pieces. These are generally accurately committed to memory; but in too many cases the recitation of them is little better than an inarticulate jabber—with “rhyme” enough; but with scarcely a glimmering of “reason”—or comprehension of what is repeated. To remedy this I now advise the teachers to select the required number of pieces to be prepared by each class during the results year—to see that these are carefully explained—clearly understood—and rehearsed from time to time with, at least, a clear and deliberate utterance. There is no more important point in the school programme than this—none more calculated to strengthen the memory and store it with valuable matter. Max Muller says “the memory has to be strengthened without being overtaxed till it acts almost mechanically. Learning by heart cannot be too strongly recommended during the years spent at school. No intellectual investment, I feel certain bears such ample and regular interest as gems of English, Latin, or Greek literature deposited in the memory during our childhood and youth and taken up from time to time in the happy hours of our solitude.”

Spelling is on the whole fairly taught. Much attention is given to oral phrase spelling in the junior classes—an excellent exercise, which lays the ground work of correct spelling and prepares the way for writing from dictation. This latter is practised in the Third and higher classes with, in general, fair results.

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Writing, if not always well taught—is generally good—in fact failures in this branch are very rare. This is only what ought to be expected from the excellent models so liberally provided for the young people of the present day. The copy-books are generally well preserved, and the style of the copy lines fairly imitated—while in the high-classes the penmanship is very often not only clear and legible, but really excellent. In some cases—where the writing is unusually poor and where uniformity of style is wanting—I find that the pupils have been almost entirely left to themselves while engaged at this exercise, without supervision or instruction of any kind. In examining on Book-keeping, I have frequently been compelled to refuse a “pass”—even when the pupil evinced a fair knowledge of the subject—owing to the slovenly and untidy manner in which the “Sets” were posted, as I consider neat legible writing, well formed figures, and carefully ruled lines essential to a pass in this useful branch.

Arithmetic.—Judging from the proportion of passes to the whole number examined—is more successfully taught than I have found in previous years. Pupils are now required in many cases to bring to school each morning a number of sums, worked in their Home Exercise Books. This practice, together with the lower standard now required in Fourth class, will account for the increased per centage of passes. At my secondary inspections I gave particular attention to this subject; and I regret to say that I was often much disappointed with the apparent bewilderment of the pupils, even in the higher classes when working out sums requiring some little thoughtfulness. This did not occur where I know oral instruction to be regularly given on this branch—where the chalk and blackboard are used to initiate the pupils into each new “rule” and to clear up “knotty” and difficult questions.

Home lessons are more or less attended to in nearly every school in the district. In many cases, however, they are, as ought to be expected, ill prepared. But this is too often owing to the way in which they are “heard,” and to the fact that no effort is made to make the lesson interesting and instructive. Children rarely care to learn words and phrases that they do not understand. Take Dr. Sullivan’s definition of etymology, for instance, and how seldom do I meet with a pupil who can explain what is there meant by “classification,” or by “inflection!” The other evils which I find most common in connexion with these lessons are, first, the fitful and unsystematic way in which they are prescribed; and second, that they are too long—beyond the powers of any but very clever children to prepare properly. This is not only unwise—it is frequently cruel. Very light tasks, judiciously selected, carefully explained and examined on, and unremittingly continued, in the course of a few years, store the mind with valuable matter, and train the memory till it acts almost of its own accord.

Extra Subjects.—The number of pupils, 5191, examined in this district during the year under this head, gives some idea of the labour imposed on an inspector in addition to his ordinary work. I here note with much satisfaction the resolution of the Commissioners to require special certificates of competency for teaching these branches. This will exclude many mere “smatterers” from work beyond their attainments, and will be a guarantee of the teacher’s fitness to give instruction in the particular branch for which fees are claimed. Geometry and algebra under the new programme, are, I am glad to say, resuming their place in many of the schools here; and are much more successfully taught than in previous years. The Carmichael and St. Luke’s schools continue to hold a high place not only as national, but as intermediate

schools, annually supplying their contingent of students to the Queen's College here, as well as taking very high places at last year's intermediate examinations.

The monitors are, I believe more carefully taught and not so frequently overworked as formerly. The results fees for their proficiency as pupils, the hope of obtaining a good class—perhaps a first-class monitorship—stimulate the exertions of both teacher and monitor in preparing for the annual examinations. The present method of school examinations for these young people works well; and, in justice to the monitors I must say, that I rarely hear a complaint against them from either manager or teacher. When such occurs, I have often reason to believe that the fault is as traceable to want of judgment or neglect of duty on the teacher's part as to wilful indolence on the monitor's. When the former does his work in a listless, perfunctory manner, he unwittingly fosters dawdling aimless habits in the latter.

Secondary Inspections.—Of the 97 schools in the district, 80 were examined for secondary reports during the year; and I believe that the value of these visits—especially to schools under inexperienced and unskilful teachers—can scarcely be over-estimated. It is at these the inspector sees the school in its working day dress, how the teacher handles it, can observe the failures, if any, in the organization, method of teaching pursued, and general tone of the school; can carefully examine the accounts, take counsel with the manager as to the remedying of apparent evils and sanitary defects, and leave in the observation book such suggestions as he may consider requisite.

The accounts in the case of small schools are easily kept, and errors in such are wholly inexcusable; but in very large schools, where the daily attendance counts by hundreds, it is really no light or simple matter to secure neatness, accuracy, and punctuality in the several records. I am glad to say that the cases in which I have been compelled to report either inaccuracies or irregularities in these have been very few notwithstanding the temptation to secure a high average, and, at least, the minimum attendances required for results examination of as many pupils as possible, I find at my incidental visits, that the attendance frequently exceeds and rarely falls short of that entered in daily report book, &c. And when a blotted mark is detected in roll book, I have reason to believe that it is to be accounted for, not by attributing dishonesty to the teacher so often as to the probability that the child so marked entered the school-room at the instant the absence was recorded. Pupils, in both town and rural schools, in spite of all the teacher's efforts to the contrary, are in the habit of dropping into school up to and after the time for roll call; and, were the school clocks kept, as I believe they ought to be, from five to ten minutes slow, our annual average returns would be somewhat higher, and many an honest teacher would escape an imputation on his accuracy.

Managers.—One of the characteristics of our school system is the concord existing between the clerical managers of all denominations, their teachers, and pupils. These gentlemen are, as a rule, indefatigable in their attention to the religious instruction of their young people, and to such other matters as they consider necessary to the general efficiency and success of their schools. This early and intimate intercourse between the young and their pastors, must have a humanizing effect on the rising generation. Intimately connected with this is another pleasing feature of most National schools—one to which reference is rarely made—viz.:—the harmony and mutual affection that seems to subsist between the teachers and their pupils. Cases of harshness in word and

Appendix B.
Reports on
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manner are very unusual, and the use of the rod, where not entirely dispensed with, has, in many cases, been reduced to a minimum. To those who remember the regime of most of our elementary schools some forty years ago, the severity of many of the masters, and the chronic disaffection of their pupils, the change is most gratifying. Parents at that time too frequently valued the "master" in proportion to the use he made of the "taws," "pandy," or other instrument of torture. At a result examination, when the failure of a pupil on any subject implies the loss of hard cash to the teacher, and when chagrin on his part would be only natural, the inspector seldom hears a word of censure to the pupil. Instead of "dunce," "blockhead," &c., so liberally used of old, it is now, "he is a good boy, sir, but he has been sick, &c." This, of itself, speaks volumes for the good sense and kindness of the teachers. Natural dulness is no longer treated as a crime, but rather as a claim on the teacher's patience, forbearance, and sympathy.

I am, Gentlemen, your very obedient servant,

JOHN BROWNE, Dist. Insp.

To the Secretaries.

APPENDIX C.

TABLE NO. 1.—Classification of 7,136 National Schools, in 60 School Districts, in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children; also the number of Schools for which the Teachers pay Rent, the amount of Rent paid in each District, and the average Rent per School.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total number of Schools.	No. of Schools for which Teachers pay Rent.	Amount of Rent.	Average Rent per School.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.				
1. Letterkenny, . . .	52	9	3	63	83	38	26	52	78	17	147	2	3 0 0	1 10 0
2. Londonderry, . .	87	39	12	14	87	40	5	90	42	—	132	8	0 3 0	0 1 0
3. Coleraine, . . .	73	22	2	41	113	25	—	116	23	—	138	—	—	—
4. Ballymena, * . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5. Donegal, . . .	52	48	13	54	41	68	30	28	71	38	137	—	—	—
6. Strabane, . . .	62	31	3	40	96	33	7	107	29	—	136	1	1 10 0	1 10 0
7. Maghera, . . .	73	32	9	26	71	49	30	77	69	4	140	1	4 15 0	4 15 0
7a. Cookstown, . .	49	46	5	30	66	60	4	38	00	12	130	8	0 8 0	0 1 0
8. Belfast, North, .	72	30	—	—	85	17	—	60	52	—	102	6	16 15 0	2 15 0
8a. Carrickfergus, .	61	33	8	15	85	35	—	83	57	—	130	3	10 8 0	3 9 4
9. Belfast, South, .	54	24	3	—	54	27	—	53	30	—	81	—	—	—
10. Newtownards, .	70	30	3	4	73	42	—	84	31	—	115	1	4 0 0	4 0 0
11. Lurgan, . . .	28	64	10	12	81	33	—	68	46	—	114	—	—	—
12. Sligo, . . .	40	21	—	64	86	39	—	90	35	—	125	6	10 12 6	1 15 5
13. Enniskillen, . .	53	14	7	59	79	51	3	85	41	7	133	7	18 10 0	2 12 10
14. Omagh, . . .	70	7	6	62	120	21	4	109	33	3	145	1	8 0 0	3 0 0
15. Dungannon, . .	38	35	27	17	59	49	9	64	44	9	117	3	3 4 0	1 1 4
16. Armagh, . . .	70	40	2	18	100	28	—	80	40	—	128	—	—	—
17. Downpatrick, .	49	65	10	18	84	50	6	125	15	—	140	—	—	—
18. Monaghan, . .	73	14	1	37	85	40	—	79	46	—	125	—	—	—
19. Newry, . . .	22	32	42	29	54	50	21	26	87	12	135	1	10 0 0	10 0 0
20. Ballina, . . .	28	16	2	78	59	50	10	57	53	9	119	8	19 0 0	2 7 6
21. Swinsford, . . .	32	28	2	51	77	34	—	97	14	—	111	1	2 0 0	2 0 0
22. Boyle, . . .	17	24	9	65	87	45	3	89	48	3	115	13	30 17 6	2 7 6
23. Carran, . . .	35	54	7	48	60	63	21	52	65	27	144	12	26 11 0	2 4 3
24. Ballinaboy, . .	30	32	11	61	74	49	9	92	35	5	132	11	19 16 8	1 16 8
25. Dondalk, . . .	30	68	9	20	65	54	8	61	65	1	127	—	—	—
26. Westport, . . .	37	23	18	43	70	35	16	50	55	18	121	1	0 4 0	0 4 0
27. Roscomroe, . .	39	23	6	58	62	47	17	62	49	15	126	3	2 11 0	0 17 0
28. Longford, . . .	49	21	6	59	67	35	12	96	30	8	134	16	30 1 19	1 17 7
29. Trim, . . .	79	17	11	17	85	23	14	100	24	—	124	—	—	—
30. Dublin, North, 1	36	57	12	0	60	52	9	60	49	2	111	—	—	—
31. Ballinamore, . .	17	12	8	91	49	57	20	80	44	2	126	16	27 10 0	1 16 8
32. Town, * . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
33. Mullingar, . . .	74	15	9	27	95	24	6	68	63	4	125	2	1 0 0	0 10 0
34. Galway, . . .	34	16	9	48	58	46	3	42	63	2	107	—	—	—
35. Ballinasloe, . .	47	32	8	40	60	22	48	52	27	—	127	—	—	—
36. Pomeroy, . . .	62	25	10	32	72	60	7	72	57	—	129	—	—	—
37. Dublin, North, 2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
38. Dublin, South, 1	78	25	1	1	78	25	4	67	36	2	105	—	—	—
39. Listowel, . . .	71	10	9	16	64	37	6	62	40	4	106	8	12 4 0	2 0 8
40. Dublin, South, 2	62	20	6	24	82	34	4	72	40	8	120	—	—	—
41. Portarlington, .	55	42	21	23	44	65	12	44	62	15	121	—	—	—
42. Gort, . . .	43	32	2	58	43	62	10	49	61	6	116	—	—	—
43. Templemore, . .	32	30	6	49	70	47	—	79	38	—	117	1	2 0 0	2 0 0
44. Athy, . . .	31	18	3	24	112	14	—	118	10	—	126	—	—	—
45. Ennis, . . .	33	22	8	38	74	15	17	78	21	9	106	—	—	—
46. Tipperary, . . .	33	14	8	49	76	28	—	78	26	—	104	1	0 10 0	0 10 0
47. Kilkenny, . . .	34	65	4	18	83	66	2	83	38	—	121	1	1 0 0	1 0 0
48. Youghal, . . .	32	7	4	12	97	9	6	100	9	3	112	—	—	—
49. Waterford, . . .	66	35	7	16	80	44	—	85	39	—	124	—	—	—
50. Ennisclorthy, . .	62	42	—	21	98	17	—	110	6	—	115	—	—	—
51. Limerick, . . .	33	36	6	32	69	43	6	50	67	—	107	2	4 0 0	2 0 0
52. Rathkeale, . . .	70	17	6	14	72	31	4	72	34	1	107	7	20 0 4	2 17 2
53. Clonmel, . . .	67	18	2	31	80	34	2	98	18	—	116	—	—	—
54. Tralee, . . .	62	15	3	21	74	25	2	62	89	—	101	2	2 16 0	1 8 0
55. Millstreet, . . .	26	29	15	8	23	42	13	24	42	12	78	1	2 0 0	2 0 0
56. Mallow, . . .	48	43	2	13	71	35	—	73	33	—	106	1	10 0 0	10 0 0
57. Killarney, . . .	64	21	9	4	86	24	8	98	16	4	118	1	2 8 4	2 3 4
58. Bantry, . . .	52	13	4	42	87	20	4	90	11	1	111	—	—	—
59. Dunmanway, . .	66	6	2	25	70	22	7	79	20	—	99	1	1 0 0	1 0 0
60. Cork, . . .	55	18	8	16	83	27	2	28	24	—	97	—	—	—
61. Brandon, . . .	7	65	1	23	17	79	—	3	85	—	96	—	—	—

TABLE No. 2.—Classification of 7,136 National Schools in 60 School

District and Centre.	No. of Schools National.	Building, Repairs, &c. A.			Furniture and Appa- ratus. B.			Premises, Play C.	
		Good.	Middling.	Bad.	Good.	Middling.	Bad.	Good.	Middling.
1. Lettickeny,	147	32	28	27	75	42	30	"	"
2. Lendonderry,	132	101	18	6	106	18	8	83	23
3. Coleraine,	128	95	30	4	87	40	5	75	33
4. Ballymena,†	"	"	"	"	"	"	"	"	"
5. Donegal,	137	67	58	12	68	50	19	27	55
6. Stranone,	136	99	35	2	110	24	2	35	26
7. Maghera,	140	96	37	7	71	64	5	50	42
7A. Cookstown,	130	69	50	11	50	61	19	23	50
8. Belfast, North,	102	60	35	7	70	32	"	30	20
8A. Carrickfergus,	120	88	29	3	08	51	1	40	39
9. Belfast, South,	81	65	23	3	49	26	6	25	26
10. Newtownards,	115	78	34	3	70	40	5	23	33
11. Lurgan,	114	85	27	2	88	26	"	33	25
12. Sligo,	125	75	42	8	70	51	4	38	23
13. Enniskillen,	133	58	28	7	86	36	12	64	8
14. Omagh,	145	117	21	7	105	29	11	51	6
15. Dungannon,	117	56	43	18	50	48	19	21	47
16. Armagh,	128	112	14	2	74	51	3	50	70
17. Downpatrick,	140	98	54	8	60	67	13	70	48
18. Monaghan,	125	82	30	13	73	39	11	52	50
19. Newry,	125	75	37	13	49	60	16	42	22
20. Balina,	116	63	34	22	61	30	20	41	16
21. Swinsford,	111	83	16	12	61	48	2	21	49
22. Boyle,	115	63	54	18	60	38	17	40	21
23. Cavan,	144	76	63	15	65	59	20	44	40
24. Bailieborough,	133	76	29	27	67	48	17	61	40
25. Dundalk,	127	46	53	28	31	73	23	10	50
26. Westport,	121	59	44	18	61	27	33	35	44
27. Roscammona,	126	72	30	18	59	56	11	32	59
28. Longford,	134	83	35	16	84	36	14	69	33
29. Trim,	124	103	11	10	110	8	6	76	27
30. Dublin, North, 1,	111	64	36	11	57	48	8	34	53
31. Ballinamore,	128	41	32	55	40	42	44	24	17
32. Tean,†	"	"	"	"	"	"	"	"	"
33. Mullingar,	123	72	45	8	98	24	3	80	13
34. Galway,	107	54	37	16	44	50	13	46	44
35. Ballinasloe,	127	50	64	13	89	37	7	26	47
36. Parsonstown,	129	73	33	4	73	53	4	66	21
37. Dublin, North, 2,	"	"	"	"	"	"	"	"	"
38. Dublin, South, 1,	105	73	27	5	73	28	4	72	25
39. Liscawl,	106	82	13	11	69	35	2	78	19
40. Dublin, South, 2,	120	81	32	7	66	44	10	64	36
41. Portadown,	121	72	40	9	61	54	6	75	26
42. Gort,	113	70	34	11	48	51	16	49	28
43. Templemore,	117	60	58	4	52	58	7	25	66
44. Athy,	126	109	17	"	108	18	"	72	26
45. Ennis,	106	69	24	13	56	26	24	27	23
46. Tipperary,	104	70	23	11	63	26	13	44	16
47. Kilkenny,	121	65	52	4	58	58	10	42	41
48. Youghal,	112	92	16	4	83	14	5	91	14
49. Waterford,	124	56	52	16	42	64	18	43	38
50. Ennisecorby,	115	80	35	"	91	24	"	62	"
51. Limerick,	107	58	49	5	48	45	10	36	39
52. Rathkeale,	107	85	32	10	73	25	9	67	27
53. Clonmel,	116	75	35	6	82	32	2	64	12
54. Tralee,	101	65	28	8	70	19	12	61	20
55. Millstreet,	78	39	39	10	57	34	7	35	34
56. Mallow,	106	58	34	15	83	65	4	56	34
57. Kilarney,	118	88	25	5	90	22	6	93	16
58. Bantry,	111	68	30	13	74	27	10	62	32
59. Dunmanway,	69	69	25	5	70	26	3	68	18
60. Cork,	97	73	17	7	59	32	6	31	45
61. Bandon,	96	81	62	3	28	68	"	18	69
Total,	7,136	4,433	2,068	635	4,023	2,490	623	3,869	1,966

* Playgrounds, Premises, &c., and Space Accommodation sufficient in all the Schools in Summer, but insufficient in Winter.

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Teachers, in regard to books selected in the following Table:—

Books.	No. of Battered Schools.		No. of Battered Teachers.		No. of Battered Pupils.	
Books.	No. of Battered Schools.	No. of Battered Teachers.	No. of Battered Pupils.	No. of Battered Schools.	No. of Battered Teachers.	No. of Battered Pupils.
1. The Bible.	100	100	100	100	100	100
2. The Catechism.	100	100	100	100	100	100
3. The Primer.	100	100	100	100	100	100
4. The Reader.	100	100	100	100	100	100
5. The Speller.	100	100	100	100	100	100
6. The Grammar.	100	100	100	100	100	100
7. The History.	100	100	100	100	100	100
8. The Geography.	100	100	100	100	100	100
9. The Arithmetic.	100	100	100	100	100	100
10. The Algebra.	100	100	100	100	100	100
11. The Geometry.	100	100	100	100	100	100
12. The Trigonometry.	100	100	100	100	100	100
13. The Astronomy.	100	100	100	100	100	100
14. The Natural Philosophy.	100	100	100	100	100	100
15. The Medicine.	100	100	100	100	100	100
16. The Law.	100	100	100	100	100	100
17. The History of Ireland.	100	100	100	100	100	100
18. The History of England.	100	100	100	100	100	100
19. The History of France.	100	100	100	100	100	100
20. The History of Germany.	100	100	100	100	100	100
21. The History of Italy.	100	100	100	100	100	100
22. The History of Spain.	100	100	100	100	100	100
23. The History of Portugal.	100	100	100	100	100	100
24. The History of Russia.	100	100	100	100	100	100
25. The History of Prussia.	100	100	100	100	100	100
26. The History of Austria.	100	100	100	100	100	100
27. The History of Sweden.	100	100	100	100	100	100
28. The History of Denmark.	100	100	100	100	100	100
29. The History of Norway.	100	100	100	100	100	100
30. The History of Finland.	100	100	100	100	100	100
31. The History of Poland.	100	100	100	100	100	100
32. The History of Hungary.	100	100	100	100	100	100
33. The History of Bohemia.	100	100	100	100	100	100
34. The History of Moravia.	100	100	100	100	100	100
35. The History of Silesia.	100	100	100	100	100	100
36. The History of Pomerania.	100	100	100	100	100	100
37. The History of Brandenburg.	100	100	100	100	100	100
38. The History of Prussia.	100	100	100	100	100	100
39. The History of Saxony.	100	100	100	100	100	100
40. The History of Bavaria.	100	100	100	100	100	100
41. The History of Württemberg.	100	100	100	100	100	100
42. The History of Baden.	100	100	100	100	100	100
43. The History of Hesse.	100	100	100	100	100	100
44. The History of Nassau.	100	100	100	100	100	100
45. The History of Rhine-Prussia.	100	100	100	100	100	100
46. The History of Westphalia.	100	100	100	100	100	100
47. The History of the Netherlands.	100	100	100	100	100	100
48. The History of Belgium.	100	100	100	100	100	100
49. The History of France.	100	100	100	100	100	100
50. The History of England.	100	100	100	100	100	100
51. The History of Ireland.	100	100	100	100	100	100
52. The History of Scotland.	100	100	100	100	100	100
53. The History of Wales.	100	100	100	100	100	100
54. The History of Cornwall.	100	100	100	100	100	100
55. The History of Devon.	100	100	100	100	100	100
56. The History of Somerset.	100	100	100	100	100	100
57. The History of Dorset.	100	100	100	100	100	100
58. The History of Devon.	100	100	100	100	100	100
59. The History of Cornwall.	100	100	100	100	100	100
60. The History of Devon.	100	100	100	100	100	100
61. The History of Cornwall.	100	100	100	100	100	100
62. The History of Devon.	100	100	100	100	100	100
63. The History of Cornwall.	100	100	100	100	100	100
64. The History of Devon.	100	100	100	100	100	100
65. The History of Cornwall.	100	100	100	100	100	100
66. The History of Devon.	100	100	100	100	100	100
67. The History of Cornwall.	100	100	100	100	100	100
68. The History of Devon.	100	100	100	100	100	100
69. The History of Cornwall.	100	100	100	100	100	100
70. The History of Devon.	100	100	100	100	100	100
71. The History of Cornwall.	100	100	100	100	100	100
72. The History of Devon.	100	100	100	100	100	100
73. The History of Cornwall.	100	100	100	100	100	100
74. The History of Devon.	100	100	100	100	100	100
75. The History of Cornwall.	100	100	100	100	100	100
76. The History of Devon.	100	100	100	100	100	100
77. The History of Cornwall.	100	100	100	100	100	100
78. The History of Devon.	100	100	100	100	100	100
79. The History of Cornwall.	100	100	100	100	100	100
80. The History of Devon.	100	100	100	100	100	100
81. The History of Cornwall.	100	100	100	100	100	100
82. The History of Devon.	100	100	100	100	100	100
83. The History of Cornwall.	100	100	100	100	100	100
84. The History of Devon.	100	100	100	100	100	100
85. The History of Cornwall.	100	100	100	100	100	100
86. The History of Devon.	100	100	100	100	100	100
87. The History of Cornwall.	100	100	100	100	100	100
88. The History of Devon.	100	100	100	100	100	100
89. The History of Cornwall.	100	100	100	100	100	100
90. The History of Devon.	100	100	100	100	100	100
91. The History of Cornwall.	100	100	100	100	100	100
92. The History of Devon.	100	100	100	100	100	100
93. The History of Cornwall.	100	100	100	100	100	100
94. The History of Devon.	100	100	100	100	100	100
95. The History of Cornwall.	100	100	100	100	100	100
96. The History of Devon.	100	100	100	100	100	100
97. The History of Cornwall.	100	100	100	100	100	100
98. The History of Devon.	100	100	100	100	100	100
99. The History of Cornwall.	100	100	100	100	100	100
100. The History of Devon.	100	100	100	100	100	100

TABLE No. 3.—Table showing the number of Pupils examined in the Examinations—7,431 Schools—during

District and County.	On Rolls on last Day of Month preceding Results Examination.			Number of those qualified by Attendance to earn Results Fee for Teacher.		
	M.	F.	Total.	M.	F.	Total.
1. Letterkenny, . . .	5,466	5,361	12,441	3,343	2,936	6,199
2. Londonderry, . . .	6,046	6,533	11,018	5,472	5,156	6,028
3. Coleraine, . . .	5,774	6,385	11,120	5,726	6,466	7,146
4. Ballymena, . . .	6,640	5,683	12,323	5,534	5,363	7,137
5. Donagh, . . .	6,726	6,162	10,068	5,482	5,240	6,722
6. Strabane, . . .	5,628	5,100	11,128	3,616	5,146	6,756
7. Maghera, . . .	5,063	6,428	11,681	5,655	5,112	6,567
7A. Cookstown, . . .	5,843	5,315	11,121	3,394	6,067	6,431
8. Belfast, North, . . .	8,886	8,498	16,776	5,506	5,214	16,714
8A. Carrickfergus, . . .	5,438	5,168	10,521	3,835	3,457	7,522
9. Belfast, South, . . .	7,670	7,563	15,141	5,272	4,825	15,197
10. Newtownards, . . .	4,727	6,132	12,820	4,861	4,023	8,333
11. Lurgan, . . .	5,220	6,210	11,436	4,126	3,250	7,488
12. Sgo, . . .	6,922	6,241	11,876	5,768	5,081	7,749
13. Enniskillen, . . .	6,672	6,662	10,724	3,487	3,330	6,726
14. Omagh, . . .	6,666	4,667	11,667	3,036	3,427	7,388
15. Dungannon, . . .	4,346	5,332	11,820	3,670	2,676	4,654
16. Armagh, . . .	5,906	6,456	11,465	4,228	3,500	7,686
17. Downpatrick, . . .	4,484	5,611	12,095	4,221	3,446	7,767
18. Monaghan, . . .	6,737	5,663	12,048	4,237	3,534	5,661
19. Newry, . . .	6,234	6,706	12,680	3,540	3,831	7,736
20. Ballina, . . .	7,807	6,260	13,377	5,335	3,572	7,567
21. Swinford, . . .	7,463	7,662	14,066	4,333	4,434	5,792
22. Boyle, . . .	6,166	5,267	12,063	3,764	3,675	7,429
23. Carrigrohane, . . .	6,036	5,582	11,528	3,520	3,505	6,024
24. Ballybrough, . . .	6,641	6,214	12,665	3,736	3,651	7,327
25. Dundalk, . . .	6,256	7,287	14,283	4,324	4,462	6,016
26. Westport, . . .	6,860	5,862	12,671	5,419	2,646	6,666
27. Roscommon, . . .	6,036	5,611	12,240	3,809	3,547	7,746
28. Longford, . . .	6,623	5,465	12,228	3,766	3,506	7,335
29. Trim, . . .	4,787	4,681	6,468	3,168	3,147	3,313
30. Dublin, North, 1, . . .	6,663	6,014	14,017	4,127	4,621	6,956
31. Ballinamore, . . .	4,734	5,613	11,637	3,718	3,466	7,174
32. Tann, . . .	7,820	7,280	14,683	3,067	3,534	7,261
33. Mullingar, . . .	5,024	5,431	10,466	2,996	3,774	6,364
34. Galway, . . .	5,665	6,866	11,166	2,166	2,646	5,344
35. Ballinasloe, . . .	3,185	6,126	12,361	2,136	3,354	6,514
36. Parsonstown, . . .	4,884	5,862	10,556	2,824	3,276	5,966
37. Dublin, North, 2, . . .	4,671	4,147	11,818	3,644	6,164	6,246
38. Dublin, South, 1, . . .	4,638	7,282	12,020	3,566	3,830	6,563
39. Lisowd, . . .	4,701	6,536	12,026	2,615	3,660	7,565
40. Dublin, South, 2, . . .	3,615	7,682	13,807	3,766	4,323	6,679
41. Portlinton, . . .	3,186	4,416	12,605	3,108	3,667	4,533
42. Gort, . . .	6,820	5,616	11,416	3,711	3,444	7,196
43. Threke, . . .	5,016	3,822	11,326	3,616	3,730	7,362
44. Athy, . . .	5,944	6,611	11,764	3,488	3,636	7,633
45. Rinn, . . .	6,228	6,626	12,766	4,661	3,806	7,243
46. Tipperary, . . .	6,516	6,267	12,615	4,431	4,390	8,221
47. Kilkenny, . . .	6,666	6,726	11,365	3,662	2,766	7,287
48. Yougal, . . .	6,474	6,767	12,561	3,454	4,246	7,766
49. Waterford, . . .	6,476	5,642	11,418	6,371	5,733	7,104
50. Ennisceorthy, . . .	4,814	3,242	11,868	2,255	3,773	5,671
61. Limerick, . . .	5,218	7,251	15,147	3,252	4,826	8,146
62. Ratchmale, . . .	6,822	6,067	12,066	3,628	3,441	7,366
63. Clonmel, . . .	5,781	3,124	11,663	3,722	4,886	7,867
64. Tralee, . . .	5,444	5,268	12,907	3,269	4,676	8,476
65. Milstreet, . . .	5,668	4,446	13,046	4,273	4,186	8,466
66. Mallow, . . .	5,111	6,626	12,731	3,269	4,885	8,284
67. Killybeg, . . .	6,626	6,638	13,564	4,527	4,343	8,870
68. Bantry, . . .	5,561	6,446	10,947	3,689	3,776	7,466
69. Dumanway, . . .	6,662	5,240	10,322	3,688	3,637	7,627
70. Cork, . . .	7,576	7,746	16,516	4,786	4,960	9,722
71. Bandon, . . .	5,279	6,873	12,562	4,373	4,123	6,522
Total, . . .	269,606	288,750	775,886	238,472	286,471	474,843

different Districts by Head and District Inspectors at the Results the year ended 28th February, 1880.

Number of Attendants of 100 days within the year who were present and examined.			Average Daily Attendance for Results Year.			No. of Schools Tabulated.	DISTRICT.
M.	F.	Total.	M.	F.	Total.		
2,590	2,832	5,422	2,712	2,028	4,740	144	1.
2,970	2,605	5,575	2,435	3,168	5,603	127	2.
2,518	2,308	4,826	2,460	2,156	4,616	127	3.
2,582	2,193	4,775	2,709	2,225	4,934	125	4.
2,568	2,115	4,683	2,108	2,810	4,918	122	5.
2,607	2,044	4,651	2,207	2,576	4,783	127	6.
2,500	2,074	4,574	2,274	2,297	4,571	140	7.
2,372	2,061	4,433	2,150	2,763	4,913	127	7A.
4,941	4,608	9,549	4,222	2,600	6,822	103	8.
2,590	2,044	4,634	2,471	2,071	4,542	119	8A.
4,013	4,010	8,023	2,172	4,309	6,481	79	9.
4,274	2,816	7,090	4,422	3,222	7,644	118	10.
2,245	2,159	4,404	2,672	2,122	4,794	114	11.
2,665	2,223	4,888	2,246	2,425	4,671	126	12.
2,261	2,124	4,385	2,284	2,810	5,094	123	13.
2,526	2,220	4,746	2,222	2,621	4,843	142	14.
2,420	2,220	4,640	2,472	2,712	5,184	112	15.
2,222	2,420	4,642	2,100	2,611	4,711	116	16.
2,222	2,275	4,497	2,222	2,166	4,388	120	17.
4,142	2,775	6,917	2,222	2,222	4,444	122	18.
2,714	2,684	5,398	2,512	2,622	5,134	112	19.
2,722	2,444	5,166	2,222	2,142	4,364	120	20.
4,222	4,222	8,444	2,776	2,622	5,398	106	21.
2,672	2,666	5,338	2,101	2,021	4,122	112	22.
2,412	2,215	4,627	2,122	2,016	4,138	140	23.
2,024	2,400	4,424	2,222	2,224	4,446	122	24.
2,527	2,206	4,733	2,012	4,100	6,112	120	25.
2,461	2,226	4,687	2,224	2,220	4,444	120	26.
2,212	2,122	4,334	2,270	2,271	4,541	124	27.
2,622	2,421	5,043	2,422	2,206	4,628	121	28.
2,201	2,664	4,865	2,211	2,222	4,433	122	29.
2,221	4,424	6,645	4,224	2,672	6,896	112	30.
2,222	2,270	4,492	2,070	2,247	4,317	127	31.
2,220	2,422	4,642	2,020	2,202	4,222	110	32.
2,224	2,245	4,469	2,222	2,011	4,233	122	33.
2,241	2,202	4,443	2,220	2,022	4,242	101	34.
2,224	2,107	4,331	2,110	2,200	4,310	122	35.
2,222	2,602	4,824	2,272	2,222	4,494	122	36.
2,222	2,227	4,449	2,277	2,242	4,519	122	37.
2,222	2,241	4,463	2,222	4,022	6,244	102	38.
2,222	2,222	4,444	2,222	3,422	5,644	122	39.
2,422	4,042	6,464	2,277	4,227	6,504	107	40.
2,012	2,460	4,472	2,220	2,222	4,442	124	41.
2,222	2,222	4,444	2,220	2,002	4,222	110	42.
2,222	2,442	4,664	2,122	2,221	4,343	112	43.
2,221	2,212	4,433	2,220	2,412	4,632	122	44.
2,222	2,211	4,433	2,202	2,220	4,422	102	45.
4,201	4,224	8,425	2,277	2,711	4,988	104	46.
2,222	2,222	4,444	2,222	2,222	4,444	122	47.
2,222	2,222	4,444	2,120	2,221	4,341	112	48.
2,222	2,224	4,446	2,122	2,224	4,346	122	49.
2,227	2,270	4,497	2,222	2,211	4,433	112	50.
2,100	4,222	6,322	2,222	4,222	6,444	102	51.
2,242	2,270	4,512	2,224	2,222	4,446	122	52.
2,642	2,012	4,654	2,202	2,222	4,424	111	53.
2,271	4,227	6,498	2,277	4,222	6,500	121	54.
4,112	4,021	8,133	2,222	2,212	4,434	104	55.
2,222	4,210	6,432	2,224	2,022	4,246	112	56.
4,222	4,224	8,446	2,042	4,111	6,153	117	57.
2,204	2,224	4,428	2,200	2,242	4,442	102	58.
2,222	2,210	4,432	2,122	2,222	4,344	22	59.
4,222	4,272	8,494	4,222	4,222	8,444	21	60.
4,112	2,012	6,124	2,007	2,222	4,229	22	61.
222,224	222,202	444,426	212,240	212,042	424,282	7,421	Total.

TABLE NO. 4.—Table showing the number of Pupils examined in the Examinations

DISTRICT.	Infants' Grade.		First Class.		Second Class.		Third Class.		Fourth Class.	
	No. Examined.	No. removed from Infants' Grade.	No. Examined.	No. removed from First Class.	No. Examined.	No. removed from Second Class.	No. Examined.	No. removed from Third Class.	No. Examined.	No. removed from Fourth Class.
1. Letterkenny,	1,438	637	1,243	791	905	684	735	442	555	327
2. Londonderry,	1,550	749	860	775	1,522	850	928	749	475	385
3. Coleraine,	1,390	665	1,190	525	1,172	1,024	1,011	855	812	585
4. Ballymena,	1,412	670	1,393	648	1,181	853	1,100	842	815	463
5. Donagh,	1,387	870	1,140	767	1,191	806	930	685	744	468
6. Strabane,	1,410	702	1,241	711	1,151	676	843	445	768	331
7. Maghera,	1,624	673	1,215	789	1,375	757	851	587	653	563
7A. Cookstown,	1,195	682	1,180	658	1,142	801	825	684	755	439
8. Belfast Nth.,	2,400	1,025	1,654	1,374	1,758	1,440	1,510	1,194	1,120	879
8A. Carrickfergus,	1,555	585	1,074	812	1,101	821	1,088	747	886	499
8. Belfast, Sth.,	2,745	691	1,280	1,148	1,610	1,440	1,602	1,566	1,153	935
10. Newtownards,	2,634	746	1,225	912	1,320	1,018	1,235	899	950	616
11. Lurgan,	1,635	752	1,218	1,508	1,163	985	1,114	875	806	543
12. Sligo,	1,225	603	1,005	664	1,282	1,064	1,272	777	668	500
13. Enniskillen,	1,225	607	1,144	754	1,065	713	1,149	716	895	443
14. Omagh,	1,524	655	1,144	896	1,250	725	1,077	679	819	473
14. Dungannon,	1,282	603	1,123	860	1,082	835	654	602	763	406
16. Armagh,	1,605	685	1,016	895	1,160	1,020	1,160	1,018	924	718
17. Downpatrick,	1,165	575	1,225	909	1,261	649	1,151	688	828	591
18. Monaghan,	1,732	633	1,250	1,045	1,255	1,065	1,213	627	943	677
19. Newry,	1,509	889	1,263	1,037	1,366	850	1,195	705	846	499
20. Ballina,	1,607	904	1,517	1,076	1,381	654	1,115	737	768	433
21. Swinford,	1,815	1,601	1,540	1,238	1,691	1,240	1,331	1,051	1,510	938
22. Boyle,	1,320	715	1,075	804	1,298	824	1,160	797	975	547
23. Cavan,	1,200	774	1,242	930	1,358	640	1,185	710	761	503
24. Bellebore,	1,584	822	1,260	382	1,287	1,418	1,707	823	930	581
25. Dundalk,	1,842	1,695	1,473	1,204	1,455	1,223	1,418	1,368	920	695
26. Westport,	1,511	781	1,364	1,025	1,250	624	980	638	870	585
27. Roscommon,	1,255	731	1,468	1,121	1,408	1,368	1,284	964	950	607
28. Longford,	1,225	687	1,215	794	1,350	774	1,125	828	885	447
29. Trim,	1,494	763	961	741	1,049	696	803	844	721	482
30. Dublin, N. (1),	2,621	928	1,217	938	1,384	1,028	1,190	811	940	608
31. Ballinasloe,	1,455	811	1,128	845	1,247	1,024	1,160	851	928	575
32. Thom,	1,164	723	1,250	1,004	1,503	1,070	1,100	686	729	569
33. Mullingar,	1,190	685	1,048	677	1,168	637	628	464	708	513
34. Galway,	1,174	645	1,103	891	1,077	820	909	676	844	589
35. Ballinasloe,	1,152	620	1,191	888	1,312	851	960	626	738	460
36. Parsonstown,	1,250	625	1,033	715	970	830	865	549	694	578
37. Dublin, N. (2),	1,622	718	1,084	801	1,026	824	818	668	582	475
38. Dublin, S. (1),	1,583	799	1,179	742	1,161	808	872	488	670	289
39. Listowel,	1,204	675	1,164	975	1,171	922	1,167	863	985	574
40. Dublin, S. (2),	1,900	948	1,410	1,087	1,304	1,044	1,073	781	747	497
41. Portadown,	1,552	680	1,401	1,010	1,244	932	997	676	807	554
42. Gort,	1,155	597	1,165	801	1,204	852	1,173	745	903	519
43. Thurles,	1,354	802	1,211	828	1,198	601	1,115	798	891	585
44. Athy,	1,452	781	1,168	928	1,168	882	1,165	852	808	584
45. Ennis,	1,258	787	1,285	1,025	1,072	1,040	1,245	686	869	708
46. Tipperary,	1,568	817	1,561	955	1,366	1,440	1,304	921	1,167	744
47. Kilkenny,	1,291	686	1,172	858	1,179	820	1,128	782	765	463
48. Yonghal,	1,283	828	1,168	932	1,283	1,403	1,117	789	895	570
49. Waterford,	1,416	684	1,070	971	1,168	878	908	665	816	467
50. Ennisceortly,	1,575	872	1,365	128	1,137	962	1,075	875	720	425
51. Limerick,	1,605	788	1,262	1,057	1,340	1,114	1,123	882	915	609
52. Rathkeale,	1,318	638	1,193	832	1,191	837	1,162	772	1,638	814
53. Clonmel,	1,020	545	1,203	944	1,232	966	1,231	926	948	586
54. Tralee,	1,632	836	1,225	886	1,055	970	1,116	868	1,084	683
55. Miltown,	1,484	713	1,247	802	1,351	807	1,370	687	1,091	452
56. Mallow,	1,375	747	1,452	1,085	1,403	1,482	1,287	911	1,189	788
57. Kilkenny,	1,864	770	1,868	1,681	1,448	1,198	1,494	971	1,165	738
58. Buxry,	1,463	618	1,068	882	1,184	891	1,181	720	979	668
59. Drommanway,	1,156	674	1,177	1,016	1,185	1,038	1,127	908	995	736
60. Cork,	1,864	810	1,372	1,169	1,377	1,283	1,374	1,075	1,164	851
61. Bandon,	1,883	711	1,305	1,091	1,326	1,175	1,388	1,041	1,682	812
Total for Ireland,	93,767	47,436	75,541	56,951	70,185	59,489	71,056	49,847	54,987	34,295

different Districts by Head and District Inspectors at the Results
—continued.

Fifth Class, 1st Stage.		Fifth Class, 2nd Stage.		Sixth Class.		TOTAL.		District.
No. Exa- mined.	No. passed from Fifth Cl., 1st Stage.	No. Exa- mined.	No. passed from Fifth Cl., 2nd Stage.	No. Exa- mined.	No. passed in Sixth Class.	Examined.	Removed.	
296	176	205	119	228	141	5,778	3,134	1.
404	214	282	159	343	178	6,375	4,068	2.
413	405	323	256	453	340	6,874	5,000	3.
443	250	233	139	237	123	5,778	4,361	4.
401	255	264	130	207	103	5,451	3,571	5.
422	185	238	140	218	111	6,351	3,396	6.
345	171	246	126	245	110	3,254	3,604	7.
315	203	254	155	204	170	6,240	4,017	7A.
383	417	221	228	240	103	5,899	5,746	8.
340	263	332	161	335	159	5,937	4,198	8A.
204	627	435	309	425	377	4,523	7,318	9.
552	367	383	223	408	221	5,180	5,078	10.
510	219	347	213	270	171	7,034	4,820	11.
387	272	356	185	340	150	7,308	4,034	12.
594	245	276	125	288	140	6,430	5,804	13.
590	277	270	177	332	218	3,892	4,090	14.
463	274	200	155	322	196	6,373	4,056	15.
713	537	379	280	480	401	7,338	5,051	16.
582	283	316	168	280	143	7,300	4,200	17.
667	427	424	282	485	399	7,517	5,107	18.
458	256	218	128	250	157	7,246	4,637	19.
467	221	262	160	201	137	7,356	4,617	20.
593	267	332	160	374	152	8,195	5,373	21.
610	295	261	189	432	245	7,278	4,413	22.
402	233	214	145	161	103	6,638	4,377	23.
518	280	311	199	377	266	7,114	4,955	24.
514	215	292	192	294	173	8,208	5,938	25.
345	170	171	94	140	83	6,237	4,052	26.
542	265	203	167	215	186	7,542	5,277	27.
591	280	287	128	209	126	7,980	3,853	28.
432	258	295	163	286	127	3,115	3,874	29.
620	379	382	218	391	221	8,295	5,025	30.
497	233	233	110	221	131	6,202	4,617	31.
436	185	235	115	210	88	4,872	4,336	32.
401	178	357	119	270	124	3,699	3,143	33.
379	197	198	107	159	75	8,603	5,638	34.
415	173	214	105	174	70	3,191	2,730	35.
463	135	232	101	303	84	5,710	3,501	36.
237	122	158	91	138	74	8,753	3,543	37.
310	140	183	97	137	67	8,304	3,329	38.
647	391	417	205	409	329	7,314	5,022	39.
462	232	239	131	210	108	7,336	4,729	40.
411	229	200	123	175	80	6,484	4,201	41.
521	254	311	170	408	219	6,320	4,321	42.
632	385	338	280	318	197	7,055	4,634	43.
533	397	280	175	232	182	6,507	4,736	44.
370	346	371	278	459	343	7,559	5,532	45.
798	429	485	280	453	278	8,523	6,670	46.
547	244	329	187	380	169	5,811	4,363	47.
616	391	336	181	247	168	7,230	4,766	48.
324	277	287	143	338	150	5,832	4,185	49.
412	198	214	108	178	90	4,873	4,194	50.
521	399	410	293	314	249	7,350	5,540	51.
665	354	463	233	473	272	7,510	4,542	52.
693	351	298	185	263	234	7,354	5,043	53.
653	374	432	272	386	219	7,336	5,193	54.
778	314	435	217	472	212	8,143	4,993	55.
732	354	368	229	312	137	8,072	6,268	56.
632	460	313	338	640	417	8,760	3,851	57.
674	371	450	283	459	292	7,988	4,747	58.
346	401	399	283	444	268	7,143	5,351	59.
501	352	475	335	481	320	9,005	6,512	60.
720	441	449	306	472	299	8,025	5,558	61.
34,311	18,738	19,717	11,835	20,505	13,358	432,120	298,045	Total for Ireland.

APPENDIX D.

I.—LIST of NINETY-SEVEN VESTED SCHOOLS on the Suspended List at end of year 1879.

County.	Parish.	Ref. No.	School.	How vested.
Antrim,	3 Arney,	1200	Breen, m.	V.E.
Do.,	- Culloughtrin,	1787	Ballyverdock, f.	A.
Do.,	8 Tallyrask,	5337	Dandred, f.	V.C.
Do.,	- Shankill,	5633	Cavehill, f.	V.E.
Do.,	8A Carrickfergus,	31	Carrickfergus, m.	A.
Do.,	- Grange of Doagh,	7837	Doagh, f.	V.C.
Do.,	- Kilroot,	7944	Bellahill, f.	V.C.
Cavan,	23 Annaghcliff,	129	Ourtergas, m.	A.
Do.,	- Killeshandra,	143	Coronary, m.	V.E.
Do.,	- Urney,	158	Coolboyogus, f.	V.E.
Do.,	- Annagh,	3370	Kilnaleck, f.	V.E.
Do.,	- Killeshandra,	11206	Killeshandra, f.	V.E.
Do.,	24 Lurgan,	2180	Lattoon, f.	V.E.
Do.,	- Drumgeon,	3230	Cahaw, f.	V.E.
Donegal,	1 Movagh,	1362	Carrick, f.	V.E.
Do.,	- Conwal,	8092	Tompladougus, f.	V.C.
Do.,	2 Muff,	2869	Ture, f.	V.E.
Do.,	- Fahan, Lower,	3684	Tullydub, f.	V.E.
Do.,	- Moville, Upper,	7189	Tullynavia, f.	V.C.
Do.,	5 Kilbarrow,	4421	Ballyshannon, f.	V.C.
Down,	17 Bright,	4743	Bright, m.	V.C.
Fermanagh,	13 Magheraculmonee,	288	Tulnaquigay, f.	V.E.
Do.,	18 Clones,	266	Greaghwarren, f.	A.
Leadonderry,	7 Tamlaght O'Orilly,	2486	Drumgarner, f.	V.E.
Do.,	- Upper Cumber,	5498	Glenamille, m.	V.C.
Monaghan,	18 Tydavnet,	1773	Knockastallen, f.	V.E.
Do.,	- Do.,	4653	Tallycrummin, f.	V.E.
Tyrone,	6 Donaghedy,	1200	Donaghedy, f.	A.
Do.,	- Badoney Upper,	5678	Letterham, f.	V.C.
Do.,	14 Cloghan,	893	Eakra, m.	V.E.
Do.,	- Errigle Keerogus,	415	Glenacull, m.	V.E.
Do.,	- Cloghan,	1880	Eakra, f.	V.E.
Do.,	- Donaghedy,	2456	Blackfort, f.	A.
Do.,	- Kilkerrey,	3277	Foglish, f.	A.
Do.,	- Cappagh,	3345	Reylough, f.	A.
Clare,	42 Dyart,	1284	Moyrhee, m.	A.
Do.,	- Kilmoon,	8168	Oaherbullog, m.	V.E.
Do.,	45 Drumcliffe,	443	Newtownstackpoole, m.	V.E.
Do.,	- Do.,	5314	Do., f.	V.E.
Do.,	42 Kilmoon,	8189	Oaherbullog, f.	V.E.
Cork,	48 Beltway,	3694	Britway, f.	V.E.
Do.,	55 Kilnichael,	3509	Drumcligh, f.	V.E.
Do.,	66 Ardnageehy,	3950	Kilintine, f.	V.E.
Do.,	- Doneraille,	4128	Skeelhanabag, m.	V.E.
Do.,	59 Skibbereen,	5141	Skibbereen, (4) f.	V.E.
Do.,	60 Blarney,	1542	Blarney, f.	V.E.
Kerry,	39 Kilsaughten,	9836	Reastark, f.	V.E.
Do.,	54 Dingle,	1278	Dingle, m.	V.E.
Do.,	57 Kilerohan,	8252	Spaem, f.	V.C.
Do.,	58 Kasmare,	3250	Kasmare, f.	A.
Tipperary,	36 Cloughprior,	2676	Carney, m.	V.E.
Waterford,	48 Talrow,	3490	Kilcaul, m.	A.
Do.,	- Do.,	4318	Ballyduff, f.	V.E.
Do.,	49 Kilcultheen,	1514	Kilcultheen, f.	V.E.
Do.,	58 Metball,	4187	Coolshorne, f.	V.E.
Dublin,	30 Naul,	1170	Naul, m.	V.E.
Do.,	- Grangegormman,	7716	St. Peter's, m. (2)	V.E.
Do.,	- Do.,	7717	Do., f. (2)	V.E.
Kildare,	37 Glenacurry,	1487	Nawtown, f.	V.E.
Do.,	- Cadamstown,	3427	Johnstown Bridge, m.	V.E.
Do.,	44 Drummanogue,	2712	Levitstown, f.	V.E.
Kilkenny,	47 Grange,	780	Church Hill, f.	V.E.
Do.,	- Powerstown,	1155	Skeavostheen, f.	V.E.

I.—LIST of NINETY-SEVEN VESTED SCHOOLS on the Suspended List
at end of year 1879—continued.

County.	Student.	Parish.	Roll No.	School.	How vested.
Kilkenny, . . .	47	St. John's, . . .	3413	St. John's, . . .	i. v.t.
Do., . . .	49	Lisnading, . . .	2377	Mullinahill, . . .	f. v.t.
King's, . . .	96	Drumcullen, . . .	2414	Thomastown, . . .	v.t.
Do., . . .	41	Kilbride, . . .	829	Tullamore, . . .	m. v.t.
Longford, . . .	28	Colunahill, . . .	2372	Clonsilla, . . .	v.t.
Louth, . . .	25	Dysart, . . .	1304	Dysart, . . .	m. v.t.
Do., . . .	-	Drumshellan, . . .	1305	Killystown, . . .	m. A.
Do., . . .	-	Rathfrummin, . . .	1503	Walshstown, . . .	m. v.t.
Do., . . .	-	Termonfeckin, . . .	2004	Carrown, . . .	f. v.t.
Meath, . . .	25	Kilsharvin, . . .	1176	Mount Harrow, . . .	f. v.t.
Do., . . .	29	Boardsmill, . . .	1827	Baherstown, . . .	v.t.
Do., . . .	-	Cushinstown, . . .	3147	Cushinstown, . . .	f. v.t.
Do., . . .	-	Kildalkey, . . .	3812	Cumale, . . .	f. v.t.
Do., . . .	-	Cleamassiff, . . .	4066	Tullaghanstown, . . .	v.t.
Do., . . .	-	Trim, . . .	4309	Phillinstown, . . .	v.t.
Do., . . .	24	Moynalty, . . .	2089	Carmeen, . . .	f. v.t.
Do., . . .	30	Clonalvey, . . .	2006	Clonalvey, . . .	m. v.t.
Westmeath, . . .	33	Ballymorin, . . .	1313	Newbrist, . . .	m. v.t.
Wexford, . . .	50	Ballyhoge, . . .	1491	Galbally, . . .	f. v.t.
Do., . . .	-	Clonlea, . . .	2101	Donard, . . .	f. v.t.
Do., . . .	-	Roadroit, . . .	5037	Courtmacreddy, . . .	m. v.c.
Galway, . . .	26	Ballinakill, . . .	1519	Tully, . . .	v.t.
Do., . . .	32	Abbey, . . .	990	Briersfield, . . .	f. v.t.
Do., . . .	34	Kilcummin, . . .	4787	Oughtierard, . . .	f. v.c.
Do., . . .	-	Moyras, . . .	9566	Murvoy, . . .	f. v.c.
Do., . . .	-	Oranmore, . . .	8799	Meolough, . . .	m. v.t.
Do., . . .	-	Kilcummin, . . .	10583	Gortmore, . . .	m. v.t.
Do., . . .	35	Lickerrig, . . .	1009	Lickerrig, . . .	f. v.t.
Do., . . .	43	Kilbencanty, . . .	1325	Killafeen, . . .	m. v.t.
Do., . . .	-	Do., . . .	1520	Do., . . .	f. v.t.
Mayo, . . .	20	Crossmolina, . . .	4810	Richmond, . . .	v.t.
Do., . . .	21	Kilconduff, . . .	2031	Swinford, . . .	i. v.t.
Do., . . .	26	Aughaval, . . .	2823	Murriak, . . .	m. A.
Do., . . .	-	Drum, . . .	6724	Claghar, . . .	f. v.c.

II.—LIST of ONE HUNDRED and ONE VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1879.

County.	District No.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested (if Lease executed).	
					Males.	Females.	Total.		
ULSTER.									
Antrim, . . .	3	Dunluce, . . .	11612	The Montgomery Memorial, . . .	f.	-	60	60	v.t.
" . . .	3A	Grange of Dagh, . . .	11712	Ballyclare (2), . . .	m.	100	-	100	v.c.
" . . .	-	Do., . . .	11713	Do. (2), . . .	f.	-	100	100	v.c.
" . . .	-	St. Nicholas, . . .	11862	Sullistober, . . .	.	40	20	60	v.t.
Armagh, . . .	16	Lisnadill, . . .	11641	Corran, . . .	.	60	40	100	v.c.
Cavan, . . .	24	Knockbride, . . .	11734	Cullier, . . .	.	60	60	120	v.c.
Donegal, . . .	1	Gartan, . . .	11030	Stranmore (Upper), . . .	.	60	40	100	v.t.
" . . .	-	Tullaghsbeg, . . .	11815	Gortahack, . . .	.	60	60	120	v.t.
Down, . . .	10	Knockredda, . . .	11785	Grovefield, . . .	m.	150	-	150	v.t.
" . . .	-	Do., . . .	11786	Do., . . .	f.	-	150	150	v.t.
Fermanagh, . . .	13	Cleishish, . . .	7856	Mullaghduin, . . .	.	40	35	75	v.t.
" . . .	-	Aughavea, . . .	11822	Brookborough, . . .	.	40	35	75	v.c.
" . . .	-	Cleishish, . . .	11792	Moybane, . . .	.	40	20	60	v.c.
" . . .	-	Clones, . . .	11830	Mullanram, . . .	.	60	60	120	v.t.
Londonderry, . . .	3	Aghadowey, . . .	11856	Gormen, . . .	.	60	40	100	v.t.
Monaghan, . . .	18	Muckno, . . .	11901	Dromore, . . .	.	60	40	100	v.t.

II.—List of ONE HUNDRED and ONE VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1879—continued.

County.	District No.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How vested (if lease sanc- tioned).	
					Males.	Fe- males.	Total.		
ULSTER—con.									
Tyrosce,	14	Kilskeery,	11629	Strangemore,	m.	75	—	75	V.E.
"	"	Do.	11630	Do.	f.	—	75	75	V.E.
"	"	Drumore,	11644	Edeney Hill,	"	40	20	60	V.C.
"	18	Aughalurcher,	11841	Fivemiletown,	m.	100	—	100	V.C.
"	"	Do.	11842	Do.	f.	—	100	100	V.C.
MUNSTER.									
Clare,	42	Kilmanashen,	11813	Fuslon,	m.	60	—	60	V.E.
"	"	Do.	11814	Do.	f.	—	60	60	V.E.
"	"	Tomranney,	11902	Glennsker,	"	40	35	75	V.C.
"	45	Moyasta,	10568	Querrin,	f.	60	60	120	V.E.
"	"	Killard,	11765	Deoubag,	"	60	60	120	V.E.
"	"	Kilcheest,	11847	Mountain,	"	—	—	—	V.E.
Cork,	48	Corkbeg,	11839	Gulteen,	m.	75	—	75	V.E.
"	"	Do.	11940	Do.	f.	—	75	75	V.E.
"	55	Ballyvoanney,	11261	Coolin,	m.	75	—	75	V.E.
"	"	Do.	11262	Do.	f.	—	75	75	V.E.
"	56	Buttervant,	11922	Buttervant,	m.	—	—	—	V.E.
"	59	Drinagh,	11951	Derryclogh,	m.	75	—	75	V.E.
"	59	Do.	11952	Do.	f.	—	75	75	V.E.
"	61	Trocton,	11618	Kilkeel,	"	40	35	75	V.E.
Kerry,	39	Galey,	10978	Coolard,	m.	100	—	100	V.E.
"	"	Do.	10979	Do.	f.	—	100	100	V.E.
"	"	Doach,	11654	Knockalougha,	m.	75	—	75	V.E.
"	"	Do.	11655	Do.	f.	—	75	75	V.E.
"	54	Killegulla,	10462	Douglas,	m.	100	—	100	V.E.
"	"	Do.	10463	Do.	f.	—	100	100	V.E.
"	"	Kilgolkau,	11546	Camp,	"	60	60	120	V.E.
"	"	Killiney,	11746	Castlegregory,	m.	200	—	200	V.E.
"	"	Do.	11747	Do.	f.	—	200	200	V.E.
"	57	Kilcrohane,	10102	Derryleagh,	"	40	35	75	V.C.
"	"	Glenbeigh,	10082	Bunglish,	"	60	40	100	V.C.
"	"	Malahide,	10059	Fides,	"	60	60	120	V.E.
"	"	Knockane,	11844	Brida,	f.	—	60	60	V.E.
"	"	Killarney,	11800	Derrymilly,	"	40	35	75	V.C.
"	"	Kilbennet,	11405	Faha,	m.	150	—	150	V.C.
"	"	Do.	11406	Do.	f.	—	150	150	V.C.
"	"	Prior,	11417	Emelighpesta,	m.	75	—	75	V.C.
"	"	Kilbunlugh,	11419	Portmagee,	f.	—	120	120	V.C.
"	"	Drumod,	11446	Derrinane,	"	60	60	120	V.C.
"	"	Killarney,	11429	Killarney,	m. (2)	200	—	200	V.C.
"	58	Taosist,	11748	Glennmore,	"	60	40	100	V.C.
"	54	Ardfert,	11850	Barrow,	"	60	60	120	V.E.
"	57	Cahir,	11842	Knockane,	"	60	60	120	V.C.
Limerick,	40	Knocklong,	11664	Knocklong,	m.	100	—	100	V.C.
"	"	Do.	11665	Do.	f.	—	100	100	V.C.
"	51	Glenogra,	11840	Meauus,	m.	60	—	60	V.E.
"	"	Do.	11841	Do.	f.	—	60	60	V.E.
Tipperary,	36	Aughnamiddle,	11364	Gortagurry,	"	60	—	60	V.E.
"	45	Clonbeg,	11780	Lisvernaun,	m.	60	—	60	V.C.
"	"	Do.	11781	Do.	f.	—	60	60	V.C.
"	"	Do.	11797	Kilross,	m.	100	—	100	V.E.
"	"	Do.	11798	Do.	f.	—	100	100	V.E.
"	53	Derrygrath,	10238	Garnavilla,	"	40	35	75	V.E.
Waterford,	49	Faithlegg,	11614	Faithlegg,	m.	75	—	75	V.E.
"	"	Do.	11615	Do.	f.	—	75	75	V.E.
Wexham,	30	Dunboyne,	11869	Dunboyne,	m.	100	—	100	V.E.
"	"	Do.	11670	Do.	f.	—	100	100	V.E.
"	"	Do.	11871	Do.	inf.	—	—	—	V.E.
Galway,	26	Reucyle,	11669	Eagle's Nest,	"	—	—	—	V.C.
"	34	Kilcummin,	11261	Carros,	"	40	20	60	V.E.
"	26	Ballinakill,	8300	Kylemorn,	"	40	20	60	V.C.

II.—List of ONE HUNDRED and ONE Vested Schools, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1879—*continued*.

County.	District No.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested (if Lease erected).
					Males.	Females.	Total.	
CONNACHT.								
Galway.	34	Moyrus.	11357	Toombesha.	40	20	60	V.T.
"	"	Do.	11358	Casbel.	m. 75	—	75	V.T.
"	"	Do.	11363	Do.	f. —	75	75	V.T.
"	"	Ballynacourty.	11721	Gurraue.	m. 75	—	75	V.T.
"	"	Do.	11722	Do.	f. —	75	75	V.T.
"	"	Moyrus.	11938	Inisnee.	40	20	60	V.T.
"	82	Dunmore.	11763	Bellinabus.	40	20	60	V.T.
"	42	Killmacnasty.	11584	Killmacnasty.	f. —	60	60	V.C.
Letrim.	28	Mohill.	11830	Edercloon.	m. 60	—	60	V.T.
"	"	Do.	11831	Do.	f. —	60	60	V.T.
"	"	Do.	11867	Cloonturk.	m. 60	—	60	V.T.
"	"	Do.	11969	Do.	f. —	60	60	V.T.
"	31	Oughteragh.	11810	Clogher.	60	40	100	V.C.
Mayo.	29	Attymass.	11865	Attymass.	m. 75	—	75	V.T.
"	"	Do.	11866	Do.	f. —	75	75	V.T.
"	21	Killasser.	11744	Knock.	100	100	200	V.C.
"	"	Do.	11920	Callow.	m. 100	—	100	V.T.
"	"	Do.	11921	Do.	f. —	100	100	V.T.
"	26	Addergole.	11834	Cloonsiff.	60	40	100	V.T.
"	38	Anagh.	11438	Ballylauris.	200	—	200	V.T.
"	"	Do.	11439	Do.	f. —	200	200	V.T.
Sligo.	31	Emoghfad.	11693	Carrigans.	m. 60	—	60	V.T.
"	"	Do.	11694	Do.	f. —	60	60	V.T.
"	"	Curry.	11733	Cloosough.	m. 60	—	60	V.T.
"	"	Do.	11774	Do.	f. —	60	60	V.T.

III.—List of ONE HUNDRED and EIGHT Non-Vested Schools taken into connexion during the year 1879.

County.	District.	Parish.	Roll No.	School.	Manager.	Religious Denomination.
ULSTER.						
Astrin.	8	Ballintoy.	11863	Ballintoy.	Edmd. McNeill, esq., J.P.	E.C.
"	4	Dunaghy.	11874	Glenravel.	Rev. M. McCashie.	R.C.
"	7	Kirkcubbin.	11903	Leymore.	S. W. Perry, esq.	E.C.
"	7	Fluvoy.	11807	Guldanagh.	Rev. J. S. Maize.	Pres.
"	8	Shankill.	11846	Charters.	Rev. Wm. Johnston, D.D.	Pres.
"	8A	Grange of Milteen.	11875	Islandtown.	Rev. Thomas West.	Pres.
Armagh.	11	Montegha.	11881	Bunboet.	Rev. J. C. Storey.	Wes.
"	"	Sengoe.	11816	Lyle.	Rev. J. O'Hare.	R.C.
"	16	Keady.	11845	Hermitage.	Rev. Richard Gaulton.	E.C.
"	"	Do.	11886	Granemore.	Rev. Thomas Love.	R.C.
"	"	Loughgall.	11923	Clonmala.	Rev. Edward Whitty.	E.C.
"	25	Creggan.	11911	Crossmaglen.	Rev. J. McHenry.	R.C.
Cavan.	25	Ballymacnagh.	11808	Ballymacnagh.	Rev. J. Keene.	E.C.
"	"	Urney.	11909	Drumkeeran.	Ven. Archdeacon Shone.	E.C.
"	31	Templeport.	11879	Bawnboy.	Rev. B. Fitzpatrick.	R.C.
Down.	5	Templecarn.	11835	Carntony.	Rev. W. Young.	E.C.
"	"	Killybegs.	11843	Killybegs.	Rev. James Stephens.	R.C.
"	"	Drumblin.	11857	Drumblin.	Rev. J. Kincaid.	E.C.
"	"	Inver.	11804	Andlans.	Rev. F. B. Gallagher.	R.C.
"	"	Iniskeel.	11929	Nalin.	Rev. E. Sweeney.	I.C.
Down.	9	Hillsboro.	11854	St. John's.	Rev. Wm. Robinson.	E.C.
"	"	Do.	11891	Magheradartie.	Major McClelland.	E.C.
"	10	Bangor.	11823	Bangor (Main-st.) m.	Mr. David McKeuzle.	Pres.
"	11	Tullylish.	11829	Castle Hill (Gillford)	Rev. H. Devlin.	R.C.
"	17	Ardglass.	11880	Ardglass (P.)	B. N. Johnson, esq.	E.C.
"	19	Kilkeel.	11820	Kilkeel P.L.U.	Clerk of the Union.	"
"	"	Aphaderg.	11854	Scarra.	Rev. J. M. Benson.	E.C.
Ferensagh.	14	Templecarn.	11833	Boa Island.	Rev. W. Young.	E.C.

III.—LIST of ONE HUNDRED AND EIGHT NON-VESTED SCHOOLS taken into connexion during the year 1879—continued.

County.	Dist.	Parish.	Roll No.	School.	Manager.	Religious Institution connected.
ULSTER.—con.						
Londonderry.	2	Clondermot.	11892	Enagh.	Very Rev. Dr. Deslin.	R.C.
"	"	Carrick.	11815	Terramorend.	M. King, esq.	E.C.
"	7	Tamlaght O'Crilly	11828	Reastown.	Rev. J. Stewart.	Pres.
"	"	Do.	11063	Lamishrush.	Rev. J. D. Waring.	E.C.
Monaghan.	18	Tullycorbet.	11817	Corvey.	Rev. L. O'Neill.	R.C.
Tyrone.	6	Doughedy.	11024	Altishane.	Rev. B. Mulholland.	R.C.
"	"	Urney.	11836	Castledorg.	Rev. James Connolly.	R.C.
"	7A	Lower Bodoney.	11825	Garvagh.	Rev. P. McGovern.	R.C.
"	"	Derryloran.	11936	Derryloran.	Rev. Henry B. Carter.	E.C.
"	7A	Do.	11937	Do.	Do.	E.C.
"	14	Dromore.	11097	Dromore (2).	Rev. C. Maginnis.	E.C.
"	15	Carnisel.	11876	Loughans.	Rev. D. Smyth.	Pres.
MUNSTER.						
Clare.	45	Kilfers.	11800	Kilfers Convent.	Rev. M. Cleary.	R.C.
"	"	Drumcliffe.	11861	Harmony Row.	Rev. Philip Dwyer.	E.C.
Cork.	55	Clonfert.	11928	Newmarket (2).	Lady Mary Aldworth.	E.C.
"	58	Buttevant.	11855	Buttevant Convent.	Rev. T. Buckley, s.r.	R.C.
Kerry.	54	Kilcragh.	11849	Lisnaw Convent.	Mrs. Shanahan.	R.C.
"	57	Kilcrehan.	11799	Saenm Convent.	Mrs. Mary Carrick.	R.C.
"	"	Kilbarney.	11927	Kilbarney.	Rev. G. De C. Meade.	E.C.
Limerick.	46	Ballylanders.	11809	Knockadoe.	G. L. Bennett, esq., J.P.	E.C.
"	"	Do.	11010	Do.	Do.	E.C.
"	51	Maugret.	11839	Maugret.	Rev. Thomas Browne.	R.C.
"	52	Ardagh.	11914	Killoughteen.	R. D. O'Brien, esq.	E.C.
Tipperary.	36	Lorris.	11913	Redwood.	Rev. J. Mangan.	R.C.
"	53	Carrick.	11873	Carrick-on-Suir Con.	Very Rev. R. Fitzgerald.	R.C.
"	"	Ballyclerahan.	11925	Clerrihan.	Rev. T. Gilhooly, J.P.	R.C.
"	"	Do.	11926	Do.	Do.	R.C.
Waterford.	49	Kilculihane.	11821	Ferrybank.	Rev. Josh. Dunphy.	R.C.
"	"	Do.	11822	Do.	Do.	R.C.
"	53	Kilgobinet.	11889	Kilbrien.	Rev. J. Kirby.	R.C.
"	"	Do.	11890	Do.	Do.	R.C.
LEINSTER.						
Dublin.	30	St. Mary's.	11877	Rutland-square.	George Macno, esq.	Pres.
"	"	Do.	11878	Do.	Do.	Pres.
"	"	Baldry's.	11882	Baldry's.	Mrs. Isabelle Sallenave.	R.C.
"	"	Do.	11883	Do.	Do.	R.C.
"	57	Palmerstown.	11848	The Guinness, Mill-lane	V. Rev. Canon MacDonagh	E.C.
"	"	St. Paul's.	11924	St. Paul's.	Rev. A. R. Barton.	E.C.
"	38	St. Peter.	11827	Harcourt-street.	Mrs. Tobin.	R.C.
"	"	Do.	11828	Do.	Mrs. Dunne.	R.C.
"	"	St. Mary's, Denny's	11830	St. Mary's, Denny's	Mrs. E. Lyons.	R.C.
"	40	Do.	11808	Sandymount.	Rev. T. Leahy, J.P.	R.C.
"	"	Taney.	11832	Mount Anville Conr.	Mrs. Fitzgerald.	R.C.
"	"	Meekstown.	11853	Meekstown.	Rev. J. F. Peacocke, s.d.	E.C.
"	"	Rathmichael.	11873	Rathmichael.	Rev. E. W. Barten.	E.C.
"	"	St. Mary's, Denny's	11894	Sandymount.	Mrs. Barlow.	R.C.
"	"	Do.	11895	Do.	Do.	R.C.
"	"	Meekstown.	11899	Meekstown.	Rev. J. F. Peacocke, s.d.	E.C.
"	"	Do.	11908	Kingsdown.	Rev. W. E. Burroughs.	E.C.
"	"	Do.	11907	Do.	Do.	E.C.
"	"	Do.	11908	Do.	Do.	E.C.
Kildare.	38	Nasa.	11893	Nasa.	Rev. M. De Burgh.	E.C.
"	44	Kilcullen.	11896	Kilcullen Convent.	Rev. M. P. Langan.	R.C.
"	"	Kinsale.	11831	Big Stone.	Very Rev. D. Kane.	R.C.
King's Co.	35	Clonsilla.	11859	Clonsilla.	Rev. James O'Reilly.	R.C.
"	"	Do.	11869	Do.	Do.	R.C.
Longford.	28	Killes.	11801	Fardrumin.	Rev. F. O'Farrell, J.P.	R.C.
"	"	Do.	11802	Do.	Do.	R.C.
"	"	Mohill.	11833	Clonsilla.	Rev. P. Hunt.	E.C.
Louth.	25	Hayestown.	11890	Hayestown.	Rev. F. H. Kitch.	E.C.
Meath.	37	Agher.	11935	Agher.	James S. Winter, esq.	R.C.
Queen's Co.	41	Caelhanagher.	11811	Emu.	Rev. J. Pheasant.	R.C.
Westmeath.	33	Taghmon.	11804	Knockdrin.	Rev. C. C. Baker.	E.C.
Wicklow.	89	Boystown.	11913	Lacken.	Mrs. E. Smith.	E.C.
"	44	Ballinglass.	11888	Stratford Lodge.	Maude C. Dennis, esq.	E.C.

III.—LIST OF ONE HUNDRED AND EIGHT NON-VESTED SCHOOLS taken into connexion during the year 1879—continued.

County.	Dist.	Parish.	Roll No.	School.	Manager.	Religious Denominations.
CONNAUGHT.						
Galway, . . .	32	Ross, . . .	11984	Trillickhill, . . .	William Burke, esq., . . .	E.C.
" . . .	"	Lakeavey, . . .	11918	Milltown, . . . m.	Rev. Thomas M'Walters, . . .	R.C.
" . . .	"	Do., . . .	11919	Do., . . . f.	Do., . . .	R.C.
" . . .	"	Galway, . . .	11934	Carrowkeel, . . .	Very Rev. P. Duffy, . . .	R.C.
" . . .	34	Killeenaa, . . .	11905	Killeenan, . . .	Rev. P. A. M'Donagh, . . .	R.C.
" . . .	"	Drumasso, . . .	11885	Island Eddy, . . .	Rev. P. Forde, . . .	R.C.
" . . .	35	Ballinakill, . . .	11838	Moyglass, . . .	Rev. J. Gullaghy, . . .	R.C.
" . . .	42	Ardrin, . . .	11900	Ballyglass, . . .	Rev. T. B. Connelley, . . .	R.C.
Leitrim, . . .	12	Inishmagrath, . . .	11844	Drumkieran, . . . f.	Very Rev. J. M'Parlan, . . .	R.C.
Mayo, . . .	26	Barrishoola, . . .	11819	Newport (2), . . .	Rev. Samuel Johnston, . . .	E.C.
" . . .	32	Kilcockan, . . .	11858	Kilmore, . . .	Rev. U. J. Bourke, . . .	R.C.
Roscommon, . . .	27	Kilkerin, . . .	11905	Castlerea (2), . . .	Rev. W. C. M'Connell, . . .	E.C.
Silgo, . . .	13	St. John's, . . .	11816	Albert Road, . . . m.	Rev. R. M'Loughlin, . . .	R.C.
" . . .	"	Do., . . .	11817	Do., . . . l.	Do., . . .	R.C.
" . . .	21	Kilshalvey, . . .	11837	Killaville, . . . f.	Very Rev. J. M'Dermott, . . .	R.C.
" . . .	"	Kilmacdigue, . . .	11807	Bacalla, . . . f.	Mrs. M. White, . . .	R.C.

IV.—LIST OF FORTY-TWO VESTED SCHOOLS, to which BUILDING GRANTS had been made, brought into operation in 1879.

County.	Dist.	Roll No.	School.	Parish.	How vested.
Antrim, . . .	3	11611	The Montgomerie Memorial, . . .	Dunluce, . . .	V.T.
" . . .	4	11519	Bridge End, . . .	Aboghill, . . .	V.C.
Armagh, . . .	16	11671	Gosford Place, . . .	Armagh, . . .	V.C.
Donegal, . . .	5	11554	Bundoran, . . . m.	Inishmacint, . . .	V.T.
" . . .	"	11555	Do., . . . f.	Do., . . .	V.T.
Fermanagh, . . .	13	10893	Conrakelly, . . .	Aghavea, . . .	V.C.
" . . .	"	11392	Derryharney, . . .	Derrybrask, . . .	V.C.
Londonderry, . . .	3	11645	Drughda, . . .	Aghadowey, . . .	V.C.
Monaghan, . . .	18	11568	Rakeragh, . . .	Monaghan, . . .	V.T.
Tyrone, . . .	6	11586	Sion Mills, . . . m.	Urney, . . .	V.C.
" . . .	"	11587	Do., . . . f.	Do., . . .	V.C.
Clare, . . .	42	11591	Lahinch, . . . m.	Kilmanashen, . . .	V.T.
" . . .	"	11631	Do., . . . f.	Do., . . .	V.T.
" . . .	45	11091	Piffeld, . . .	Clondagad, . . .	V.T.
" . . .	"	11234	Clohanbeg, . . .	Kilmacdane, . . .	V.T.
" . . .	"	11714	Bansha, . . .	Killard, . . .	V.C.
Cork, . . .	58	11579	Ballyvauder, . . . m.	Donsalla, . . .	V.T.
" . . .	"	11571	Do., . . . f.	Do., . . .	V.T.
" . . .	59	11715	Lisballad, . . . m.	Delanagh, . . .	V.T.
" . . .	"	11716	Do., . . . f.	Do., . . .	V.T.
" . . .	61	11729	Kilbrittain, . . . f.	Rathelarine, . . .	V.T.
Kerry, . . .	39	11047	Tullamore, . . . m.	Galey, . . .	V.T.
" . . .	"	11048	Do., . . . f.	Do., . . .	V.T.
" . . .	"	11451	Cleamason, . . .	Listowel, . . .	V.T.
" . . .	57	10100	Glenlough, . . . m.	Killeshane, . . .	V.C.
" . . .	"	10101	Do., . . . f.	Do., . . .	V.C.
" . . .	58	11558	Shandrum, . . .	Kilgarvan, . . .	V.C.
Limerick, . . .	93	11642	Dromin, . . . m.	Dromin, . . .	V.T.
" . . .	"	11643	Do., . . . f.	Do., . . .	V.T.
" . . .	"	11422	Mahoonagh, . . . m.	Mahoonagh, . . .	V.T.
" . . .	"	11423	Do., . . . f.	Do., . . .	V.T.
Tipperary, . . .	43	11470	Shivardagh, . . . m.	Ballingarry, . . .	V.C.
" . . .	"	11471	Do., . . . f.	Do., . . .	V.C.
" . . .	53	11605	Rosgreen, . . .	Tullamaine, . . .	V.T.
Galway, . . .	27	10455	Clondagad, . . .	Brynnagh, . . .	V.T.
" . . .	34	11846	Derryneen, . . .	Moyrus, . . .	V.T.
" . . .	"	11373	Rumack, . . .	Kilcummin, . . .	V.T.
" . . .	"	11812	Kiltiernan, . . .	Kilooligan, . . .	V.T.
" . . .	85	11593	Mount Pleasant, . . .	Kilcooney, . . .	V.C.
" . . .	"	11764	New Inn, . . .	Killean, . . .	V.T.
Leitrim, . . .	81	11152	Adam, . . .	Cloone, . . .	V.C.
Mayo, . . .	50	11583	Belderg, . . .	Dunfemy, . . .	V.T.

V.—GENERAL SUMMARY OF OPERATION SCHOOLS, BUILDING SCHOOLS, and SUSPENDED SCHOOLS, in connexion on 31st December, 1879.

County.	Operation Schools.	Building Schools.	Suspended Schools.	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.	Total.
Antrim,	346	4	7	357	Kildare,	99	—	3	102
Armagh,	238	1	—	239	Kilkenny,	182	—	4	186
Cavan,	277	1	7	285	King's,	110	—	2	112
Donegal,	387	2	6	395	Longford,	106	—	1	107
Down,	429	2	1	432	Louth,	92	—	4	96
Fermanagh, . . .	159	4	2	165	Meath,	173	3	8	180
Londonderry, . .	263	1	2	271	Queen's,	106	—	—	106
Monaghan, . . .	173	1	2	181	Westmeath, . . .	132	—	1	133
Tyrone,	361	5	8	373	Wexford,	146	—	3	149
Clare,	221	6	5	232	Wicklow,	100	—	—	100
Cork,	631	8	6	645	Galway,	311	11	9	331
Kerry,	313	23	4	340	Leitrim,	193	5	—	203
Limerick,	246	4	—	250	Mayo,	307	8	4	319
Tipperary, . . .	306	6	1	313	Roscommon, . . .	219	—	—	219
Waterford, . . .	123	2	4	129	Sligo,	168	4	—	172
Carlow,	71	—	—	71					
Dublin,	269	—	3	263	Total,	7522	101	97	7720

VI.—LIST OF THIRTY-EIGHT SCHOOLS, to which Building Grants were made during year 1879.

County.	District.	Ref. No.	School.	Parish.	How tested.
Antrim,	8a	11802	Sallaber,	St. Nicholas, . .	V.T.
Donegal,	1	11815	Gortahork, . . .	Tullaghbagly, . .	V.T.
Fermanagh, . . .	13	11830	Mullanvram, . .	Clones,	V.T.
Londonderry, . .	3	11853	Garra,	Aghadewey, . . .	V.T.
Monaghan, . . .	18	11801	Deamore,	Muckno,	V.C.
Tyrone,	13	11941	Fivemiletown, . .	Aghalurcher, . .	V.C.
"	—	11942	Do.	Do.	V.C.
Clare,	42	11813	Farglan,	Kilmanashen, . .	V.T.
"	—	11814	Do.	Do.	V.T.
"	45	11847	Mountain,	Kilchreest, . . .	V.T.
"	42	11862	Clonusk,	Tomgraney, . . .	V.C.
Cork,	61	11818	Killeen,	Tracton,	V.T.
"	56	11822	Buttevant, . . .	Buttevant,	V.T.
"	59	11881	Derryclough, . .	Drynagh,	V.T.
"	—	11882	Do.	Do.	V.T.
"	48	11839	Gulleen,	Corkbeg,	V.T.
"	—	11940	Do.	Do.	V.T.
Kerry,	54	11850	Barrow,	Ardfert,	V.T.
"	57	11842	Knockeen,	Cahir,	V.C.
Limerick,	51	11840	Meenus,	Glencroga, . . .	V.T.
"	—	11841	Do.	Do.	V.T.
Tipperary, . . .	46	11797	Kilross,	Clonbeg,	V.T.
"	—	11798	Do.	Do.	V.T.
Meath,	83	11869	Dunboyne, . . .	Dunboyne,	V.T.
"	—	11870	Do.	Do.	V.T.
"	—	11871	Do.	Do.	V.T.
Galway,	34	11812	Kiltiernan, . . .	Kilcolgan,	V.T.
"	—	11928	Inance,	Moynas,	V.T.
"	28	11830	Edersdon,	McKillo,	V.T.
"	—	11831	Do.	Do.	V.T.
"	—	11867	Clontarf,	Do.	V.T.
"	—	11868	Do.	Do.	V.T.
"	31	11910	Clogher,	Oughtersagh, . .	V.C.
Mayo,	28	11834	Clondall,	Adamsposle, . . .	V.T.
"	20	11865	Attymann,	Attymann,	V.T.
"	—	11866	Do.	Do.	V.T.
"	21	11920	Callow,	Kilbasser,	V.T.
"	—	11921	Do.	Do.	V.T.

VII.—LIST of ONE HUNDRED and THIRTY-SIX EVENING SCHOOLS in connexion on
31st December, 1879.

District.	Roll No.	County.	School.	District.	Roll No.	County.	School.
7	2	Antrim,	Kilgarrin.	11	3225	Down,	Gilford (1).
8	3091	"	Victoria Place.	17	3745	"	Shrigley.
4	3156	"	Caddy.	11	3505	"	Banoridge (1), m.
—	3332	"	Guy's, m.	10	4057	"	Newtownards.
7	4988	"	Taylorstown, North.	11	4811	"	Gilford Mill, m.
8	5793	"	Seamans' Friends' Society.	—	4812	"	Do. f.
—	5817	"	Curway Street.	10	5794	"	Gray Abbey.
9	6995	"	Chapel Lane (St. Mary's), m.	19	5876	"	Rathfriland, m.
—	6996	"	Do. f.	17	6024	"	Killyleagh.
8A	7129	"	Minerva Place.	19	6442	"	Kilbowe, m.
8	7090	"	Crumlin Road (Conv.) f.	10	6523	"	Bridge End, f.
9	7292	"	Milford Street, f.	11	6944	"	Bann, f.
5	7319	"	Wolfhill.	—	8055	"	Banbridge, f.
9	8036	"	St. Malachy's.	19	8477	"	Newry St. (Rathfriland).
8	8366	"	Market Square, f.	10	9094	"	Anne Street.
—	8588	"	Karl Street, f.	11	9151	"	Ballydogan.
—	8584	"	Old Lodge Road, m.	—	9041	"	Magherally (2).
9	8731	"	Brown Street.	—	9044	"	Prior's Place.
8	8739	"	York Street (2), f.	8	10346	"	Largymore.
—	8500	"	Great George's Street.	10	10339	"	Castlegarden.
—	9019	"	Hemsworth Street, f.	17	10793	"	Drumcree Mills.
8A	9663	"	Mosley.	11	11430	"	Seapatriot.
8	9403	"	Ashmore Street.	9	11631	"	Newport.
—	9479	"	Clarters.	—	11729	"	St. James'.
9	9718	"	Milford Street, m.	11	11829	"	Castle Hill.
8	9779	"	Tenant Street.	31	11928	Fermanagh,	Ternace.
—	9641	"	Conway Street (2), f.	7A	1195	Loxanderry,	Anahorish.
9	9674	"	Northumberland Street.	7	1891	"	Greenlough.
0	10339	"	Holycross, f.	7A	5240	"	Ballyliffed.
—	10596	"	St. Paul's.	2	5307	"	Strand Road.
7A	10749	"	Gallagh.	7A	5368	"	Drumcree.
8A	11426	"	Whitewall.	—	10833	"	Tamlaght.
11	11440	"	Derrydown.	—	10581	"	Claggan.
8A	11449	"	St. Mark's.	7	11215	"	Blackhill.
—	11482	"	Greencastle, m.	7A	407	Tyrone,	Gortlawry.
—	11483	"	Do. f.	15	2489	"	Ross, m.
16	101	Armagh,	Armagh, m.	7A	4385	"	Augharey.
11	1747	"	Aghacoomon.	—	5028	"	Greencastle.
—	4255	"	Derryvann.	15	5066	"	Aughnacloy.
16	5081	"	Tandragee (2).	14	5695	"	Clogherney, Upper.
19	6236	"	Bessbrook, m.	7A	5894	"	Drumcree.
18	7181	"	Crossmoreheady.	—	7150	"	Stewartstown (2).
—	8166	"	Mallavilly.	6	8027	"	Sion Mills.
—	8709	"	Milford.	7A	8122	"	Moortown.
15	9025	"	Tullymore.	—	9078	"	Gortnaguig.
—	8025	"	Tullymore.	15	9296	"	Parknam.
11	9719	"	Edward Street.	—	9473	"	Carntel.
15	9977	"	Cranagill.	—	10283	"	Newmills.
16	10091	"	Knockavannin.	—	10955	"	Clones.
—	10247	"	Madden (2).	—	11099	"	Caledon.
15	10292	"	Tortanaghan (2).	—	11171	"	Aughamore.
—	10472	"	Charlemont.	—	11247	"	Brackville.
16	10799	"	Lisles (2).	—	11442	"	Killesliel.
—	10856	"	Keady.	60	5699	Cork,	Great George's Street.
—	10873	"	Callan Street.	57	11448	Kerry,	Killarney, adult.
15	10947	"	Derrycorey.	51	5639	Limerick,	Limerick, adult.
11	11851	"	Bennfoote.	38	744	Dublin,	SS. Michael and John.
23	1250	Cavan,	Shannon, m.	37	1754	"	St. Paul's (1).
—	8009	"	Belturbet.	—	3007	"	St. Michael's, m.
—	11117	"	Cloverhill.	40	3917	"	Ringsend, m.
11	258	Down,	Bann, m.	30	4660	"	Portrane, m.
17	1248	"	Annsboro', m.	—	6512	"	Josephian.
—	1486	"	Do. f.	—	16691	"	St. Laurence O'Toole's.
11	2024	"	Magheralin.	29	10879	Meath,	Rathmolyon.
19	2270	"	Ballyvaughan.	41	918	Queen's,	Castletown.
—	2492	"	Dunragh.	f. 34	11795	Galway,	Galway Temperance Institute.
17	2932	"	Clanvaghagh.	21	7327	Mayo,	Rooskey.
11	3035	"	Larganville.	—	6484	Sligo,	Curry.

VIII.—FIVE EVENING SCHOOLS in connexion, with separate Roll Numbers, on 31st December, 1879.

County.	Dist.	Roll No.	School.
Tyrossa,	15	11247	Bracksville.
Kerry,	57	11448	Killarney, adult.
Limerick,	51	5689	Limerick, adult.
Dublin,	30	10691	St. Laurence O'Toole's.
Galway,	34	11795	Galway Temperance Institute.

IX.—TWO STRUCK-OFF SCHOOLS restored to Roll during year ended 31st December, 1879.

County.	Dist.	Roll No.	School.	Parish.
Fermanagh,	13	4292	Tyreeham,	Aughalurcher.
Mayo,	32	6081	Taugherna,	Taugherna.

X.—ONE SUSPENDED SCHOOL re-opened during year ended 31st December, 1879.

County.	Dist.	Roll No.	School.	Parish.
Mayo,	21	3968	Morness,	Kilskeaman.

XI.—FIVE SCHOOLS placed on SUSPENDED LIST during year ended 31st December, 1879.

County.	Dist.	Roll No.	School.	Parish.
Kerry,	57	8253	Sneem,	Kilcreehan.
Waterford,	49	1514	Kilcullisheen,	Kilcullisheen.
Dublin,	30	7716	St. Peter's,	Grangevetman.
Kilkenny,	47	8413	St. John's,	St. John's.
Galway,	34	10582	Gortmore,	Kilcummin.

XII.—ONE BUILDING GRANT cancelled during year ended 31st December, 1879.

County.	District.	Roll No.	School.	Reason for cancelling Grant.
Clare,	45	11119	Mountain,	Possession of site resumed by Grantor.

XIII.—LIST of SIXTY-NINE SCHOOLS STRUCK OFF the ROLL during the Year 1879, with the Reasons assigned.

County.	District.	Roll No.	School.	Parish.	Reasons for striking School off Roll.
Aotrim,	3	16601	The Montgomery Memorial.	Dmluce, .	Superseded by 11611.
"	4	6474	Bridge End.	Ahoghill, .	" 11519.
"	8	8712	York street, (1).	Shankill, .	Inoperative.
"	9	11397	Finahy, .	Drumbag, .	Not required in locality.
Armagh,	11	4254	Aghacommon, f.	Seagoe, .	Amalgamated with Male School.
"	16	4753	Gosford Place, .	Armagh, .	Superseded by 11671.
Cavan,	13	3595	Monycashel, .	Killbough, .	House altogether unsuitable.
"	24	6231	Cootahill, m (2)	Drumgower, .	Amalgamated with 5232.
"	31	4996	Deerymalt, .	Kilnaveley, .	Inoperative.
Donegal,	1	11581	Raymothy, .	Raymothy, .	Dismissed Teacher in charge.
"	5	3683	Bundoran, m.	Inishmacsaint, .	Superseded by 11554.
"	"	4031	" f.	"	" 11555.
"	6	8703	Altaspote, .	Killavege, "	Dismissed Teacher in charge.
Down,	17	4374	Finis, f.	Drumana, .	Amalgamated with 3661.
"	"	7503	Cabra, f.	Clonelf, .	" " 7502.
"	"	10982	Ballymacarac, .	Magheradroll, .	Inoperative.
Fermanagh,	13	4292	Tyrolgan, .	Aughalarcher, .	Necessary Improvements in School-house not made.
"	"	7859	Derryberney, .	Derrybrusk, .	Superseded by 11592.
Londonderry	3	6526	Drighthead, .	Aghadowey, .	" 11643.
Monaghan,	18	7953	Rakeragh, .	Monaghan, .	" 11568.
Tyrone,	6	6205	Beagh, .	Ardaraw, .	Not required in locality.
"	"	8927	Sion Mills, .	Urney, .	Superseded by 11589-7.
"	15	11876	Longhans, .	Carntool, .	Dispute about management.
Ulster,	45	3206	Bennis Gael, .	Drumcliffe, .	Prisoners not permitted to assemble for instruction as heretofore.
"	"	5728	Banah, .	Killard, .	Superseded by 11714.
"	"	6881	Platfield, .	Cloudegad, .	" 11091.
Cork,	56	4330	Ballyvaineir, .	Donerside, .	" 11679-1.
"	59	6534	Lishallad, .	Drinagh, .	" 11715-6.
"	60	1235	Cork co. Gael (1)	St. Finlar's, .	Prisoners not permitted to assemble for instruction as heretofore.
"	"	10524	St. Finbar's m.	"	Inoperative.
"	"	10738	Carriaghane, .	Carriaghane, .	Ceased to be a National School.
"	"	11104	Kilkeatin, f.	Rushclarin, .	Superseded by 11728.
Kerry,	54	6962	Triloe Gael, .	Ratass, .	Prisoners not permitted to assemble for instruction as heretofore.
"	57	9037	Glenlough, .	Kilcrobane, .	Superseded by 10100-1.
Limerick,	46	10195	Dromio, .	Dromin, .	" 11642-3.
"	52	3773	Mahoonagh, .	Mahoonagh, .	" 11422-3.
Tipperary,	26	5495	Riverstown, .	Loughkeen, .	Locality over-provided with Schools.
"	"	9520	Nenagh Gael, m.	Nenagh, .	Prisoners not permitted to assemble for instruction as heretofore.
"	"	9521	" f.	"	"
"	"	10416	Pinnoe, .	Pinnoe, .	Inoperative.
"	43	8227	Kilcommon, m.	Ballingary, .	Superseded by 11470.
"	"	8861	" f.	"	" 11471.
"	"	8793	Carriganeen, .	Carriganeen, .	" Bournay N.S.
"	53	619	Rosagreen, .	Tullmahine, .	" 11605.
"	"	2293	Clerihan, m.	Ballyclernham, .	Necessary repairs not executed.
"	"	2628	" f.	"	"
"	"	3024	Clonmel, P.L.U.	St. Mary's, .	Inspector refused admittance to School.
Waterford,	49	9289	Waterford Gael, .	Trinity Within, .	Prisoners not permitted to assemble for instruction as heretofore.
"	53	6905	Carrickbeg, m.	Kilmoleera, .	Teachers not recognised.
"	"	7210	" f.	"	"
Dublin,	30	7484	Richmond Pen. f.	Grangeopeman, .	Prisoners not permitted to assemble for instruction as heretofore.
"	37	9376	Kilmaham Gael	St. Jude's, .	"
"	38	7483	Richmond B. m.	St. Catherine's, .	"
Kildare,	37	8821	Neas Gael, .	Nass, .	"
"	44	8318	Kilcullen B'dge, f.	Kilcullen, .	Superseded by 11806.
"	37	9865	Colbridge, i.	Colbridge, .	Attendance transferred to 5351.
King's,	36	10325	Birr, m.	Birr, .	Inoperative.

XIII.—LIST of SIXTY-NINE SCHOOLS STRUCK OFF the ROLL during the Year 1879, with the Reasons assigned—continued.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Longford.	28	10052	Longford Gnosl.	Templemichael.	} Prisoners not permitted to assemble for instruction as heretofore.
Queens's.	41	8303	Maryboro' "	Maryboro'.	
"	"	8894	"	"	
"	"	9812	Kilbricken.	Clononagh.	} Amalgamated with 6450. } Prisoners not permitted to assemble for instruction as heretofore.
Westmorh.	33	5475	Mullingar G.	Mullingar.	
"	"	5613	"	"	
Wexford.	50	868	Wexford.	St. Peter's.	Permanently closed.
Galway.	34	9567	Rusmore.	Kilcummin.	Superseded by 11373.
"	35	11195	Church Hill.	Kilclooney.	" 11508.
Mayo.	20	4393	Belderg.	Dundenny.	" 11502.
"	28	9973	Slings.	Kilmaclasser.	Inoperative.
Roscommon.	22	8218	Kilmore.	Kilmore.	Permanently closed.

APPENDIX E.

I.—LIST of ONE HUNDRED and FIFTY-EIGHT WORKHOUSE SCHOOLS in connexion with the 31st December, 1879, with the Total Number of Pupils on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ending 31st December, 1879.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		ANTRIM.					DOWN.		
9	3048	Belfast.	827	279	11	3068	Banbridge.	130	32
8a	3553	Larne.	190	47	10	3350	Newtownards.	128	30
3	3580	Ballymoney.	60	30	17	10870	Downpatrick.	77	48
-	3552	Ballycastle.	32	16	19	11820	Kilkeel.	44	19
4	3845	Ballymena.	172	72					
-	5314	Antrim.	95	55			FERMANAGH.		
8	8781	Lisburn.	70	30	13	10795	Enniskillen.	94	31
					-	11806	Lisnakea.	37	29
					-	11404	Irvinestown.	23	19
		ARMAGH.							
19	10280	Newry.	181	92			LONDONDERRY.		
16	10412	Armagh.	138	73	3	3381	Coleraine.	86	44
11	11300	Lurgan.	139	50	2	3081	Londonderry.	84	55
					-	8587	Lisnavea.	60	35
					7A	10525	Magherafelt.	108	41
		CAVAN.					MONAGHAN.		
23	3420	Cavan.	128	63	18	3368	Monaghan.	54	29
24	3447	Bailieborough.	72	33	24	3608	Carrickmacross.	30	31
-	3644	Cootehill.	66	27	18	7812	Clones.	22	18
81	6910	Bawnboy.	43	22	-	7884	Castledowney.	73	48
							TYRONE.		
2	8803	Innishowen.	97	17	6	3038	Castlederg.	28	15
5	4313	Donegal.	39	25	7A	5074	Cookstown.	45	28
-	4339	Ballyshannon.	52	26	6	6315	Strabane.	104	59
1	4952	Milford.	36	21	14	6316	Omagh.	86	48
-	4975	Letterkenney.	35	15	15	9422	Dungannon.	78	28
-	5857	Dunfennaghy.	10	4	14	11854	Clagher.	41	21
-	7714	Glenties.	48	19					
							Total for Ulster.	3,006	1,814

I.—List of ONE HUNDRED and FIFTY-EIGHT WORKHOUSE SCHOOLS in connexion on the 31st December, 1879, with the Total Number of Pupils on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ending 31st December, 1879—continued.

Dis- trict.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance	Dis- trict.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance
		CLARE.					CARLOW.		
45	3280	Ennis, . . .	136	100	44	11154	Carlow, . . .	100	27
43	3490	Scariff, . . .	69	39					
-	3334	Ennistymon, . . .	90	44			DUBLIN.		
45	3479	Kilrush, . . .	86	48	50	3144	Balrothery, . . .	53	15
42	8130	Tulla, . . .	57	39	40	3255	Rathdown, . . .	113	71
45	6224	Kiladysert, . . .	72	33	28	7187	Dublin, North, . . .	530	224
42	6339	Ballyvaughan, . . .	72	53					
-	6385	Croagh, . . .	46	23			KILDARE.		
					38	3133	Near, . . .	149	81
					44	3862	Athy, . . .	126	38
					37	3531	Collidge, . . .	58	33
		CORK.							
48	3167	Middleton, . . .	142	98			KILKENNY.		
56	3242	Fernoy, . . .	115	37			Collins, . . .	100	53
58	3417	Skibbereen, . . .	94	62	47	3378	Kilkenny, . . .	188	95
69	3545	Cork, . . .	624	311	-	3207	Thomastown, . . .	79	38
39	3365	Dunmanway, . . .	109	56	-	6276	Ulingford, . . .	69	34
56	3651	Mallow, . . .	140	71	43	6625	Castlecomer, . . .	64	39
55	3923	Kestark, . . .	210	114	44	6947			
53	4411	Bantry, . . .	43	28					
55	4896	Macroom, . . .	95	64			KING'S.		
61	4925	Kinsale, . . .	60	29	37	3364	Edenderry, . . .	65	32
59	5993	Castletown, . . .	72	41	41	3446	Tullamore, . . .	100	52
55	6012	Millstreet, . . .	187	90	38	7889	Parsonstown, . . .	88	57
43	6121	Youghal, . . .	33	17					
61	6123	Bandon, . . .	72	54			LONGFORD.		
53	6140	Skull, . . .	36	26	39	3368	Longford, . . .	89	51
56	6216	Mitchelstown, . . .	57	38	-	3566	Granard, . . .	141	74
61	6349	Cloahilly, . . .	77	51	-	6011	Ballymahon, . . .	43	23
		KERRY.			25	3377	LOUTH.		
54	3880	Trillick, . . .	274	69	-	3262	Dundalk, . . .	94	23
-	4314	Listowel, . . .	57	31			Ardee, . . .	49	24
57	4340	Killarney, . . .	185	96					
30	4670	Keemare, . . .	67	31	29	3143	DUNSTON.		
57	4886	Oshersheen, . . .	63	29	-	3280	Trim, . . .	64	34
54	5324	Dingle, . . .	56	34	25	3346	Draghda, . . .	84	32
					29	3409	Navan, . . .	62	31
					-	3410	Kells, . . .	49	35
					-	3544	Oldcastle, . . .	97	53
		LEINSTER.							
52	3040	Newcastle, . . .	211	78			QUEEN'S.		
-	3086	Kilmallock, . . .	223	115			Meunmellick, . . .	90	45
-	3415	Rathkeale, . . .	118	53	41	4315	Doungmore, . . .	59	22
51	5058	Limerick, . . .	212	109	-	9006	Abbeyleix, . . .	73	53
52	6013	Croom, . . .	67	41	-	10810			
39	6021	Gila, . . .	84	37			WESTMEATH.		
					55	3374	Athlone, . . .	21	20
43	3947	Thurles, . . .	90	53	33	3650	Mullingar, . . .	151	69
45	3142	Tipperary, . . .	200	121	-	6866	Delvin, . . .	51	14
53	3568	Cashel, . . .	160	114					
56	3414	Roscrea, . . .	81	50			WEXFORD.		
52	3445	Clogheen, . . .	41	31	50	3508	Wexford, . . .	186	103
56	3519	Nenagh, . . .	92	84	49	3520	New Ross, . . .	138	79
53	3546	Carrick-on-Suir, . . .	115	62	50	3674	Enniscorthy, . . .	98	56
35	9031	Borrisokane, . . .	84	28	-	10954	Gorey, . . .	81	38
		WATERFORD.					WICKLOW.		
48	3418	Lismore, . . .	78	38	40	3383	Rathdrum, . . .	116	49
49	3626	Waterford, . . .	320	166	-	3879	Shillelagh, . . .	72	36
-	6743	Kilmaethomas, . . .	129	64	44	11180	Baldinglass, . . .	53	35
		Total for Munster,	5,764	3,058			Total for Leinster,	3,042	1,553

I.—List of ONE HUNDRED and FIFTY-EIGHT WORKHOUSE SCHOOLS in connexion on the 31st December, 1879, with the Total Number of Pupils on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ending 31st December, 1879—continued.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		GALWAY.			21	4895	Swineford, . . .	109	48
54	3365	Galway, . . .	122	41	33	5117	Ballinrobe, . . .	91	63
35	3366	Loughrea, . . .	42	18	—	6143	Chromemorris, . . .	54	34
42	3379	Gort, . . .	76	40	26	6198	Newport, . . .	31	17
32	5448	Tuam, . . .	70	41	20	8474	Belmullet, . . .	65	27
34	5323	Clifden, . . .	34	26	—	9221	Killala, . . .	32	17
—	5392	Oughterard, . . .	33	20					
32	6363	Mountbellew, . . .	43	26					
27	6733	Glennasmaddy, . . .	48	26					
35	6734	Portlanna, . . .	55	34	23	3289	Boyle, . . .	112	71
—	7019	Ballinasloe, . . .	87	53	27	3878	Roscommon, . . .	85	51
					—	4033	Castleross, . . .	36	54
					—	6122	Strokestown, . . .	65	42
		LEITRIM.							
28	3419	Mebill, . . .	87	50					
23	8533	Car-on-Shannon, . . .	125	76					
12	3660	Manorhamilton, . . .	36	23					
		MAYO.			12	3330	Sligo, . . .	35	19
20	3850	Ballina, . . .	82	46	20	6500	Drumare West, . . .	49	29
26	4253	Castlebar, . . .	41	33	21	8219	Tubbercurry, . . .	77	40
—	4727	Westport, . . .	40	13					
							Total for Connought	1,927	1,080

SUMMARY OF WORKHOUSE SCHOOLS IN CONNEXION.

No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attendance.	No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attendance.
7	Antrim, . . .	1,357	538	2	Louth, . . .	133	47
3	Armagh, . . .	433	216	6	Meath, . . .	359	204
4	Cavan, . . .	293	145	3	Queen's, . . .	222	120
7	Donegal, . . .	262	120	3	Westmeath, . . .	213	123
4	Down, . . .	380	175	4	Wexford, . . .	503	275
3	Fermanagh, . . .	154	90	3	Wicklow, . . .	240	129
4	Londonderry, . . .	337	195				
4	Monaghan, . . .	188	126	20	Total for Leinster, . . .	3,842	1,955
6	Tyrone, . . .	382	190				
43	Total for Ulster, . . .	3,806	1,814	10	Galway, . . .	610	325
8	Clare, . . .	628	364	3	Leitrim, . . .	248	149
17	Cork, . . .	2,174	1,187	9	Mayo, . . .	515	290
6	Kerry, . . .	702	290	4	Roscommon, . . .	363	213
6	Limerick, . . .	915	433	3	Sligo, . . .	161	89
8	Tipperary, . . .	810	491	20	Total for Connought, . . .	1,927	1,080
8	Waterford, . . .	527	268				
48	Total for Munster, . . .	3,764	3,053	42	Schools in Ulster, . . .	3,806	1,814
1	Carlow, . . .	100	27	48	" in Munster, . . .	5,764	3,053
2	Dublin, . . .	684	320	30	" in Leinster, . . .	3,842	1,955
3	Kildare, . . .	335	172	20	" in Connought, . . .	1,927	1,080
5	Kilkenny, . . .	498	258				
2	King's, . . .	253	141	138	Gross Total, . . .	15,339	7,963
3	Longford, . . .	273	148				

II.—LIST OF ONE HUNDRED AND NINETY-SIX CONVENT AND MONASTIC SCHOOLS in connexion on the 31st December, 1879, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, for the Year ending 31st December, 1879.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.	Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.
ULSTER.					MUNSTER.				
7839	8	Co. ANTRIM, Crumlin-road, day Do.	810	318	10644	42	Farristymen, f.	364	142
9066	9	St. Malachy's, day Do.	619	394	7259	45	Kilrush, . f.	378	197
10466	8	St. Catherine's, f. Do.	267	63	7315	42	Fennis, . f.	922	357
10471	-	Castle-st. (Lisburn)	469	240	11800	45	Kilkee, . f.	173	74
	4	Total, . . .	194	71		4	Total, . . .	1,737	760
		Co. ANTIAGH, Edward-street, day Do.	426	172	512	40	Millettan, . f.	832	433
8939	16	St. Catherine's, f. Do.	170	82	3878	-	Youghal, . f.	604	317
10356	-	Keady, . day Do.	434	223	2270	55	Millstreet, . f.	493	230
7306	19	Canal-street, f. Do.	295	169	10947	-	Macroom, . f.	308	310
11732	16	Mildletown (2), . Do.	568	244	10232	-	Kanturk, . f.	365	169
	5	Total, . . .	129	53	1541	82	Charleville, f.	542	255
		Co. CAVAN, Cavan, . . .	2,022	815	2258	56	Ferness, . f.	678	324
8490	23	Ballyjamesduff, . Do.	813	143	4268	-	Omeally, . f.	376	185
10176	-	Behurbet, . . .	193	79	4630	-	Mallow, . f.	544	270
11789	-	Behurbet, . . .	215	82	8430	59	Skibberoon (2), f.	574	318
	3	Total, . . .	721	304	9161	58	Bentry, . f.	417	179
		Co. DONDAL, Moville, . f.	115	61	9523	-	Castletown, f.	285	160
10528	-	St. Patrick's, . Do.	263	100	5257	61	Bandon, . f.	787	433
7303	5	Ballyshannon, (2) f. Do.	259	123	7651	-	Clonakilty, . f.	754	410
10591	-	Nighercarr, . .	192	86	4572	-	Kinsale, . f.	559	260
	4	Total, . . .	829	378	5840	60	Blackrock, . f.	194	120
		Co. DOWN, High-street, f.	876	430	6153	-	St. Finbar's, f.	1,891	848
243	19	Rostrevor, . f.	184	93	6376	-	Queensdown, f.	805	528
9725	-	Rostrevor, . f.	333	162	6620	-	St. Joseph's, f.	892	379
10253	17	Mt. St. Patrick, f. Do.			8414	55	Pasmore West, f.	835	163
	3	Total, . . .	1,393	685	5669	60	St. George's-st. Lancasterian, m. Do.	1,107	442
		Co. FERNANAGH, Enniskillen, f.	344	194	5099	-	Douglas-street, m. Do.	1,186	558
7497	13	Total, . . .	344	194	5474	61	Crosshaven, . f.	258	179
		Co. DERRY, St. Columb's (2), f.	803	405	11855	56	Butterant, . f.	235	137
6168	2	Total, . . .	808	405		24	Total, . . .	15,638	7,591
	1	Total, . . .	808	405	530	54	Co. KERRY, Disgle, . f.	594	300
		Co. MONAGHAN, Monaghan, . f.	495	317	545	-	Trillick, . f.	886	564
359	18	Total, . . .	495	317	4062	39	Lisdoon, . f.	686	334
	1	Total, . . .	495	317	6215	54	Castlesland, f.	640	314
10110	6	Co. TIRONE, Strabane, . .	723	348	9266	-	Trillick (2), f.	329	180
6328	14	Omagh, . . .	275	146	6854	57	Kilmarney (2), f.	516	268
	2	Total, . . .	998	494	1858	54	Milltown, . f.	395	180
					2884	57	Caberciveen, f.	524	254
					533	-	Kilmarney, f.	832	317
					8320	58	Kemmare, . .	501	303
					1793	57	Kilmarney, . m.	544	249
					3635	54	Milltown, . m.	314	146
					11278	-	Moyderwell, f.	724	303
					11739	57	Sween, . f.	314	120
					11849	39	Lixnaw, . f.	229	92
						15	Total, . . .	7,758	3,957

* These schools are conducted by claustral teachers.

II.—LIST of ONE HUNDRED and NINETY-SIX CONVENT and MONASTIC SCHOOLS in connexion on the 31st December, 1879, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, for the year ending 31st December, 1879—continued.

Roll No.	District.	School.	Total No. of Pupils on Rolls within the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.	Roll No.	District.	School.	Total No. of Pupils on Rolls within the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.
MUNSTER—con.					LEINSTER—con.				
Co. LIMERICK.					Co. DUBLIN—con.				
10106	46	Doon, . . f.	296	142	1905	40	Booterstown, f.	217	98
570	51	SS. Mary and Mun- chic's, . . f.	1,192	534	2018	-	Begget-street, f.	1,294	770
8143	-	Perry-square, f.	739	374	6372	38	Pic House, . f.	107	84
5547	-	Sexton-street, f.	943	449	6742	37	Warrenmount, f.	738	230
6926	-	St. John's-sq., f.	865	464	7039	30	Tranquilla, . f.	202	66
9296	-	Adare, . . f.	266	117	7516	37	Golden Bridge, f.	535	235
10604	-	St. Vincent, f.	408	239	9743	30	Roundtown, f.	437	204
6032	52	St. Catherine's, f.	495	253	11064	-	Weaver-square, f.	1,990	654
5569	-	St. Anne's, . f.	411	243	721	40	Blackrock, . f.	620	265
7489	39	Abbeyfeale, . f.	506	235	5600	-	Kingstown, . f.	584	632
12197	51	Bruff, . . f.	320	148	7102	-	Dalky, . . f.	259	126
					7000	-	Gilstahle, . f.	380	222
	11	Total, . .	6,339	3,339	11509	38	Townsend-street, f.	1,805	542
					11623	40	Mount Anville, f.	136	61
Co. TIPPERRARY.						19	Total, . .	13,573	5,046
2138	36	Airhill, . . f.	434	274					
7292	-	Nowagh, . . f.	533	230					
4060	43	Thurles, . . f.	638	350					
9407	-	Templemore, f.	263	132	779	37	Maynooth, . f.	392	140
9433	46	Tipperrary, . f.	696	385	1161	-	Chane, . . f.	131	68
10679	43	Ballingarry, f.	199	81	3246	38	Nass, . . f.	272	128
581	53	Cashel, . . f.	736	423	771	37	Kildare, . . f.	259	106
1203	-	Pethard, . . f.	505	239	4997	44	Athy, . . f.	548	233
10120	-	Cahir, . . f.	675	245	11336	41	Rathangan, . f.	160	85
7232	-	Drangan, . . f.	178	81	11745	37	Great Connell, f.	283	108
3486	43	Borrisoleigh, f.	241	136	11006	44	Kilcullen, . . f.	202	85
11668	33	Carrick-on-Suir, f.	580	181					
11072	-	Do. . . .	492	310		8	Total, . .	2,156	903
	13	Total, . .	5,669	2,967					
Co. WATERFORD.					10835	44	Co. KILKENNY.		
1208	48	Tallow, . . f.	220	87	306	47	Castlecumber, f.	305	137
1779	40	Stedball, . . f.	160	84	9134	-	Kilkenny, . . f.	743	336
11355	48	Lismore, . . f.	442	265	10024	-	Goresbridge, f.	177	101
11401	-	Dungarvan, f.	440	229	5437	49	Cullen Lodge, f.	483	255
3228	-	Cappoquin, . f.	349	219	1915	47	Meoness, . . f.	236	104
11536	49	Kilmacshann, f.	187	101			Paulstown, . f.	95	51
	6	Total, . .	1,790	938		6	Total, . .	2,036	1,066
LEINSTER.					3230	36	King's Co.		
Co. CARLOW.					9227	-	Birr, . . . f.	401	268
682	44	Tallow, . . f.	432	225	823	41	Bonaghar, . . f.	181	97
656	-	Carlow, . . f.	522	269	2000	-	Killina, . . f.	171	83
1026	47	Bagenalstown, f.	438	260	7471	-	Tullamore, . . f.	779	392
10010	44	Carlow, . . i.	201	99	0982	-	Pertastington, f.	324	148
681	-	Tallow, . . m.	267	117			Clann, . . f.	360	144
	6	Total, . .	1,910	910		6	Total, . .	2,236	1,140
Co. DUBLIN.					857	28	Co. LONGFORD.		
1149	39	King's Inns st., f.	1,350	764	3063	-	Longford, . . f.	513	161
5938	-	George's-hill, f.	1,078	480	8546	-	Ballymahon, f.	184	80
715	37	Leman, . . f.	271	116	10701	-	Newtownforches, f.	227	80
7883	38	Cloosdalkin, f.	347	179			Grauard, . . f.	226	83
729	-	Loretto, . . f.	223	123		4	Total, . .	1,150	413

II.—LIST of ONE HUNDRED and NINETEEN CONVENT and MONASTIC SCHOOLS in connexion on the 31st December, 1879, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, for the Year ending 31st December, 1879—continued.

Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.	Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.
LEINSTER—con.									
051	25	Co. LOUTH.					Co. WICKLOW.		
10475	-	Drogheda, . .	930	557	5237	40	Delgany, . . f.	102	50
5307	-	Do. Inft.	331	107	7180	-	Bray (2), . . f.	393	210
0445	-	Dundalk (2), . f.	947	465	10162	-	St. Michael's, . f.	114	59
	-	Ardee (2), . . f.	351	143	10418	-	Wicklow, . . f.	332	190
					972	44	Ballinglass, . f.	226	119
	4	Total, . . .	2,559	1,369		5	Total, . . .	1,179	640
Co. MEATH.									
883	29	Navan* (1), . f.	266	137			CONNAUGHT.		
7472	-	Do. (2), . . f.	508	342			Co. GALWAY.		
10013	-	Trim, f.	470	211	10113	34	Rohoon, . . . f.	1,010	378
0032	25	St. Mary's, . . f.	422	267	4515	-	Newtown Smith, f.	801	304
					8321	-	Onguternard, . f.	375	183
	4	Total, . . .	1,746	977	8795	-	Oranmore, . . f.	267	120
QUEEN'S CO.									
902	41	Cootes-tract, . f.	250	105	1016	-	Galway, . . .	305	323
1056	-	Maryborough, f.	393	168	6032	35	St. Vincent's, . f.	330	241
3926	-	Abbeyleix, . . f.	205	131	6338	-	Ballinasloe, . f.	576	284
7103	-	Mountmellick, . f.	206	139	3195	42	Gort (2), . . f.	402	221
7442	-	Borris-in-Ossery, f.	153	57	11707	-	Kinsara, . . f.	213	127
6407	41	Stradbally, . . f.	431	194		9	Total, . . .	5,149	2,276
1506	41	Ballyroan, . . f.	177	60			Co. LETHBRIDGE.		
	7	Total, . . .	1,803	860	11013	32	Car.-on-Shannon, f.	288	154
					10682	31	Ballinamore, . f.	141	50
						2	Total, . . .	429	106
934	33	Co. WESTMEATH.					Co. MAYO.		
6674	-	Mullingar, . .	452	261			Ballina,* . . f.	704	302
0602	-	Rockford Bridge, . f.	205	135	3215	20	Swineford, . . f.	441	156
		Moate,	195	88	7713	21	Total, . . .	1,145	418
	3	Total, . . .	852	484			Co. ROSCOMMON.		
3634	50	Co. WEXFORD.					Abbeycarron, . f.	585	213
8324	-	Newtownbarry, f.	162	78	10068	27	Abbeystown, . f.	329	171
10222	-	Geary, f.	240	106	10520	22	Roscommon, . f.	378	217
9047	49	Ramsgange, . . f.	73	28	7230	27	St. Peter's, . . f.	263	170
869	-	New Ross, . . f.	430	202	7722	35	Total, . . .	1,453	781
4949	50	Wexford, . . . f.	1,075	550			Co. SLIGO.		
6038	-	Do. I.	501	235			SEgo, f.	690	197
8221	-	Euniscorthy, . f.	607	277		4	Total, . . .	690	397
867	49	Templeshannon, f.	321	135		12			
11361	50	New Ross, . . f.	514	251	5851				
		Paythe, f.	528	305		1	Total, . . .		
	10	Total, . . .	4,451	2,168					

* These schools are conducted by classed teachers.

[SUMMARY.

CONVENT and MONASTIC SCHOOLS—SUMMARY.

SUMMARY OF ULSTER.				SUMMARY OF MUNSTER.			
County.	No. of Schools.	Total No. of Pupils for any time in the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.	County.	No. of Schools.	Total No. of Pupils for any time in the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.
Antrim, . . .	4	2,879	908	Clare, . . .	4	1,737	700
Armagh, . . .	5	2,022	915	Cork, . . .	24	15,656	7,591
Cavan, . . .	3	721	304	Kerry, . . .	15	7,748	3,937
Down, . . .	4	829	373	Limerick, . . .	11	6,320	3,209
Fermanagh, . . .	3	1,303	685	Tipperary, . . .	13	6,069	3,067
Londonderry, . . .	1	344	104	Waterford, . . .	6	1,798	839
Monaghan, . . .	1	853	405	Total, . . .	73	39,379	19,513
Tyrone, . . .	1	405	317				
Total, . . .	24	10,974	4,690				

SUMMARY OF LEINSTER.				SUMMARY OF CONNAUGHT.			
County.	No. of Schools.	Total No. of Pupils for any time in the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.	County.	No. of Schools.	Total No. of Pupils for any time in the Year ended 31st Dec., 1879.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1879.
Carlow, . . .	5	1,910	910	Galway, . . .	9	5,149	2,378
Dublin, . . .	19	13,573	5,095	Leitrim, . . .	2	429	196
Kildare, . . .	8	2,186	883	Mayo, . . .	2	1,145	450
Kilkenny, . . .	6	2,039	1,006	Roscommon, . . .	4	1,453	701
King's, . . .	6	2,236	1,140	Sligo, . . .	1	680	397
Longford, . . .	4	1,150	413	Total, . . .	10	8,866	4,099
Louth, . . .	4	2,539	1,362				
Meath, . . .	4	1,736	977				
Queen's, . . .	7	1,903	880				
Westmeath, . . .	3	833	404				
Wexford, . . .	10	4,451	2,163				
Wicklow, . . .	5	1,179	648				
Total, . . .	81	35,775	16,317				

SUMMARY IN PROVINCES OF THE FOREGOING.			
PROVINCES.			
Ulster, . . .	24	10,974	4,690
Munster, . . .	81	35,775	16,317
Leinster, . . .	73	39,379	19,513
Connaught, . . .	18	8,866	4,099
Total, . . .	196	94,094	45,179

III.—LIST of THREE LUNATIC ASYLUM SCHOOLS, in connexion on 31st December, 1879.

Roll No.	School.	County.	Dist.	Roll No.	School.	County.	Dist.
8935	Richmond, . m.	Co. Dublin, .	26	9032	Sligo, . . .	Co. Sligo, .	12
8936	Ditto, . . l.	Ditto, . . .	-				

APPENDIX F.

LIST of AGRICULTURAL SCHOOLS in connexion with BOARD on 31st Dec., 1879.

I.—AGRICULTURAL SCHOOLS under the exclusive MANAGEMENT of BOARD.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dioclet No.
1	Dublin, . . .	—	Albert Training Institution, . . .	Glasnevin, . . .	A. R. P. 178 3 24	30
2	Kildare, . . .	6208	Athy, . . .	Athy, . . .	90 1 0	44
3	Antrim, . . .	6737	Ballymoney, . . .	Ballymoney, . . .	23 2 2	3
4	Cork, . . .	6736	Monaster (Cork), . . .	Cork, . . .	126 3 17	60

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dioclet No.
1	Antrim, . . .	2434	Larne, . . .	Larne, . . .	A. R. P. 7 0 23	8a
2	Armagh, . . .	4960	Poyntzpass, . . .	Poyntzpass, . . .	2 0 10	16
3	Ditto, . . .	2433	Mughan, . . .	Portadown, . . .	7 0 32	15
4	Ditto, . . .	4271	Tamakey, . . .	Markethill, . . .	7 0 0	16
5	Ditto, . . .	4325	Drumhanagher, . . .	Poyntzpass, . . .	1 0 0	19
6	Cavan, . . .	6857	Termos, . . .	Killykera, Virginia, . . .	25 3 26	24
7	Ditto, . . .	4024	Yullerson, . . .	Glaspoleen, Down, . . .	15 0 0	31
8	Ditto, . . .	6007	Mouragh, . . .	Blacklion, . . .	14 0 0	15
9	Ditto, . . .	2775	Kilnakeck, . . .	Kilnakeck, . . .	3 2 25	23
10	Ditto, . . .	7142	Doonerrick, . . .	Cootehill, . . .	1 3 0	24
11	Donegal, . . .	3363	Ballaghan, . . .	Monaghanagh, Strahane, . . .	30 2 0	1
12	Ditto, . . .	5000	Carradoss, . . .	Rathmullen, Letterkenney, . . .	0 2 0	—
13	Ditto, . . .	6349	Creewery, . . .	Ditto, Letterkenney, . . .	5 0 0	—
14	Ditto, . . .	5074	Coalmore, . . .	Rossanagh, Ballyshannon, . . .	13 2 0	5
15	Ditto, . . .	7375	Glenvar, . . .	Glenvar, Letterkenney, . . .	1 2 0	1
16	Ditto, . . .	1735	Killybegs, . . .	Killybegs, . . .	3 2 30	5
17	Ditto, . . .	4418	Carrickboy, . . .	Ballyshannon, . . .	2 2 0	—
18	Ditto, . . .	0680	Barnesmore, . . .	Donegal, . . .	4 0 0	—
19	Ditto, . . .	6044	Glencough, . . .	Mount Charles, . . .	23 1 22	—
20	Ditto, . . .	4705	Dunlewey, . . .	Dunlewey, . . .	13 0 0	1
21	Fermanagh, . . .	3861	Cerrick, . . .	Lisbellaw, Keshskillen, . . .	20 0 0	13
22	Leitrim, . . .	4146	Georgagilly, . . .	Moneymore, . . .	3 0 0	7a
23	Monaghan, . . .	370	Cornagilla, . . .	Monaghan, . . .	16 0 0	10
24	Ditto, . . .	5113	Drumhasty, . . .	Carrickmacross, . . .	12 2 12	25
25	Ditto, . . .	5499	Aslibarton, . . .	Creemaglogh, . . .	5 0 0	—
26	Ditto, . . .	6821	Cormeen, . . .	Monaghan, . . .	11 0 23	18
27	Tyrone, . . .	436	Aughinchoo, . . .	Killin, Castleberg, . . .	25 0 0	6
28	Ditto, . . .	10176	Beahurb, . . .	Beahurb, Moy, . . .	1 2 19	15
29	Ditto, . . .	1537	Ballynash, . . .	Dunmanagh, . . .	54 0 0	6
30	Ditto, . . .	8438	Castleberg (Edward's), . . .	Castleberg, . . .	1 0 0	—
31	Ditto, . . .	9286	Parkeenan, . . .	Castlemulfield, . . .	2 0 30	13
32	Ditto, . . .	10235	Newmills, . . .	Coal Island, . . .	3 1 36	—
33	Ditto, . . .	8448	Clare, . . .	Castleberg, . . .	20 3 0	6
34	Clare, . . .	5253	O'Callaghan's Mills, . . .	O'Callaghan's Mills, . . .	1 2 0	42
35	Ditto, . . .	6331	Bodiko, . . .	Bodiko, . . .	5 1 11	—
36	Ditto, . . .	446	Parsons, . . .	Limerick, . . .	2 1 7	51
37	Ditto, . . .	10686	Tubber, . . .	Tubber, Gort, . . .	10 3 38	42
38	Ditto, . . .	2853	Ballanrue, . . .	Crusheen, Ennis, . . .	6 2 1	42
39	Ditto, . . .	3460	Dromadocra, . . .	Gort, . . .	26 0 0	—
40	Ditto, . . .	3373	Ballybank, . . .	Broadford, . . .	16 0 0	51
41	Ditto, . . .	8241	Seropol, . . .	Kilnabill, . . .	2 0 0	45
42	Cork, . . .	5760	Clonkeen, . . .	Rosaberry, . . .	8 0 0	59
43	Ditto, . . .	3431	Kildinan, . . .	Rathcormack, Fermoy, . . .	7 0 32	86
44	Ditto, . . .	4933	Ballyham, . . .	Cecilston, Mallow, . . .	16 0 0	55
45	Ditto, . . .	7101	Ischellough, . . .	Bantry, . . .	14 0 0	58
46	Kerry, . . .	7813	Dirreendarragh, . . .	Kennare, . . .	4 0 0	57
47	Ditto, . . .	6091	Lansdowne, . . .	Ditto, . . .	7 0 0	58
48	Ditto, . . .	8251	Sween, . . .	Sween, . . .	6 0 0	57
49	Ditto, . . .	8349	Ballynaskellig, . . .	Caharcree, . . .	11 0 0	—
50	Limerick, . . .	4467	Kilnash, . . .	Brurea, . . .	10 0 0	52
51	Ditto, . . .	7223	Banogue, . . .	Croom, . . .	5 0 0	—
52	Ditto, . . .	9806	Croom, . . .	Ditto, . . .	1 0 20	—

II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT—con.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dist. from N. of
53	Waterford.	1710	Glengarra.	Lismore.	A. R. P.	46
54	Doonbeg.	5233	Grange.	Ardmore, Youghal.	2 0 0	87
55	Doonbeg.	8446	Ballymaggart.	Lismore.	12 0 0	53
56	Doonbeg.	6720	Carrigla.	Dungarvan.	3 2 0	47
57	Carlow.	5883	Garryhill.	Hagbestown.	11 2 10	37
58	Kildare.	1713	Glenc.	Clane, Naas.	2 1 12	53
59	Kilkenny.	4681	Ballyglus.	Piltown.	3 3 24	40
60	Doonbeg.	6183	Whitechurch.	Carrick-on-Suir.	8 0 15	53
61	Doonbeg.	6019	Clonsilla.	Piltown.	3 1 0	53
62	Doonbeg.	6189	Piltown.	Piltown.	8 1 20	27
63	Doonbeg.	5251	Woodstock.	Inistioga.	8 2 35	49
64	Meath.	6382	Woodvale.	Kells.	15 0 0	53
65	Westmeath.	531	Ballyvalley.	Delvin.	6 2 0	53
66	Wicklow.	7012	Annsarter.	Roundwood.	5 2 20	44
67	Galway.	4216	Castelknock.	Castelknock, Tuam.	15 0 0	32
68	Doonbeg.	8254	Baker, No. 2.	Banagher.	8 2 20	38
69	Doonbeg.	8965	Williamstown.	Williamstown, Ballymoe.	3 0 0	35
70	Doonbeg.	10438	Killeshin.	Caltra, Ballinacree.	3 1 0	27
71	Doonbeg.	3535	Tubberree.	Cropps.	4 2 0	19
72	Doonbeg.	5702	Cropps.	Doonbeg.	3 0 0	12
73	Leitrim.	3050	Kilmore.	Drumkeeran.	4 0 0	20
74	Doonbeg.	5294	Askil.	Ballydunmore.	20 0 0	12
75	Doonbeg.	6079	Tullycavan.	Drumkeeran.	6 0 0	5
76	Doonbeg.	5462	Lisnaghill.	Doonbeg.	5 2 0	20
77	Doonbeg.	4543	Drumkeel.	Doonbeg.	9 0 20	20
78	Mayo.	4692	Carragorra.	Knockmore, Ballina.	9 0 0	21
79	Doonbeg.	1412	Deconatic.	Buninadden, Ballymote.	1 2 19	21
80	Doonbeg.	1058	Branna.	Ballinagladreen.	4 1 0	21
81	Doonbeg.	7827	Roskay.	Doonbeg.	3 2 0	21
82	Doonbeg.	5120	Lahinch.	Hollymount.	8 0 0	20
83	Doonbeg.	2250	Cloughans.	Knockmore, Ballina.	4 2 0	20
84	Doonbeg.	8230	Lisnagilla.	Ballina.	1 3 0	21
85	Doonbeg.	6842	Carrowmore Palmer.	Rathlacken.	3 3 0	21
86	Doonbeg.	6843	Bokan.	Ballymote.	1 2 19	21
87	Doonbeg.	3652	Kilmorro, No. 1.	Kilmorro, Ballinagladreen.	8 0 0	21
88	Doonbeg.	6708	Callow.	Foxford.	1 3 0	21
89	Doonbeg.	8160	Cross.	Ballinagladreen.	3 2 0	21
90	Downpatrick.	10218	North Yard.	Strokestown.	5 0 0	27
91	Doonbeg.	7292	Ballymurray.	Ballymurray, Roscommon.	20 0 0	21
92	Sligo.	1213	Geevagh.	Ballyfermon, Carr-on-Shan.	3 0 28	21
93	Doonbeg.	6484	Curry.	Bellaghy, Swineford.	4 0 4	21
94	Doonbeg.	9669	Deand.	Skrone, Sligo.	3 0 0	20
95	Doonbeg.	4166	Kilrusha.	Rathlacken, Deonore West.	13 0 0	21
96	Doonbeg.	7761	Bunnamough.	Charlestown.	2 2 0	21
97	Doonbeg.	8086	Culshilla.	Ballymote.	15 0 0	12
98	Doonbeg.	7023	Carrowree.	Sligo.	4 3 33	12
99	Doonbeg.	10473	Calry.	Bane, Sligo.	1 0 0	21
100	Doonbeg.	7862	Quigley.	Inishrone, Ballina.	2 2 23	20
101	Doonbeg.	9536	Clonlough.	Boyle.	4 0 0	22
102	Doonbeg.	4803	Clonsilla.	Clonsilla, Tubbercurry.	0 0 0	21
103	Doonbeg.	9220	Buninadden.	Buninadden, Ballymote.	30 0 0	21
104	Doonbeg.	3138	Ballacultra.	Beltra, Ballinacree.	11 0 0	20

III.—LIST OF GRANTS for TEACHERS' RESIDENCES (Vested Schools).

County.	School.	County.	School.	County.	School.
Cavan.	Derrydungh.	Cork.	Kingwilliamstown, m. f.	Waterford.	Pethlegg.
Downpatrick.	Milford.	Doonbeg.	Doonbeg.	Doonbeg.	Ballynag.
Fermanagh.	Brookborough.	Kerry.	Derryunahy.	Kilkenny.	Grange.
L. Derry.	Gerran.	Doonbeg.	Portlough.	Wexford.	Carricklynn.
Clare.	Scrapal.	Doonbeg.	Drumacarra.	Kilkenny.	Lacken.
Doonbeg.	Clonsilla.	Doonbeg.	Glanmore.	Galway.	Lettigish.
Doonbeg.	Stannoe View.	Limerick.	Ballylough.	Doonbeg.	Doonbeg.
Doonbeg.	Kilshin.	Doonbeg.	Monagay.	Doonbeg.	Clonsilla.
Doonbeg.	Fergus View.	Doonbeg.	Brana.	Doonbeg.	Gurra.
Doonbeg.	Linsay.	Tipperary.	Garryclohar.	Mayo.	Knock.
Cork.	Kilkeel.				

APPENDIX G.

L.—LIST OF BUILDING APPLICATIONS aided during the year 1879, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD OF WORKS for Report on Site as described in Lease Queries, till transmission of Plans to Applicant.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
ANTRIM:						
Ballyober, .	21. 1. 79	19. 9. 79	£ s. d. 194 19 4	4. 10. 79	8. 10. 79	19. 11. 79
DONOGAL:						
Geethork, .	21. 3. 79	20. 7. 79	224 0 0	7. 4. 79	9. 4. 79	17. 5. 79
FERMANAGH:						
Mullavum, .	29. 10. 79	5. 12. 79	268 8 4	12. 4. 80	14. 4. 80	12. 5. 80
LONDONDERRY:						
Gorta, .	13. 5. 79	29. 9. 79	188 0 0	12. 8. 79	0. 8. 79	20. 8. 79
MONAGHAN:						
Dromore, .	2. 7. 79	10. 9. 79	231 0 8	—	Lease not completed.	—
TYRONE:						
Fivemiletown, m. Do., . f.	21. 11. 79	22. 12. 79	420 13 4	3. 3. 80	3. 3. 80	Manager's own plans.
CLARE:						
Ferglan, . m. Do., . f.	15. 9. 79	11. 12. 79	351 0 0	23. 4. 80	30. 4. 79	5. 6. 79
Mountain, .	2. 12. 79	12. 6. 79	217 7 2	10. 4. 80	12. 4. 80	18. 9. 80
Clonsker, .	21. 9. 79	9. 10. 79	199 5 8	8. 12. 79	11. 12. 79	26. 1. 80
CORK:						
Killeen, .	30. 11. 79	20. 2. 79	260 10 0	23. 4. 79	29. 4. 79	17. 5. 79
Butterant, m. Derrydown, m. Do., . f.	24. 4. 79 15. 8. 79	15. 8. 79 11. 12. 79	460 18 0 347 12 6	31. 3. 80 —	1. 4. 80 (Lease not completed.)	7. 5. 80 —
Gulleen, m. Do., . f.	25. 11. 79	29. 12. 79	337 0 0	12. 2. 80	16. 2. 80	13. 3. 80
KERRY:						
Barrow, .	19. 8. 79	20. 1. 79	159 7 0	29. 9. 79	1. 10. 79	22. 11. 79
LIMERICK:						
Mennis, m. Do., . f.	22. 1. 79	3. 4. 79	240 8 5	20. 9. 79	22. 9. 79	17. 11. 79
KERRY:						
Knockree, .	19. 11. 79	9. 4. 79	283 10 0	17. 7. 79	17. 7. 79	19. 8. 79
TIPPERARY:						
Kilross, m. Do., . f.	30. 11. 79	10. 1. 79	350 11 4	25. 10. 79	31. 10. 79	10. 12. 79
MEATH:						
Dunboyne, m. Do., . f. Do., . inf.	2. 5. 79	9. 7. 79	462 1 4	—	Lease not completed.	—
GALWAY:						
Ribberman, .	21. 1. 79	17. 9. 79	239 4 5	27. 3. 79	27. 3. 79	10. 5. 79
Island, .	20. 6. 79	13. 12. 79	209 16 5	—	Lease not completed.	—
LEITRIM:						
Edercloon, m. Do., . f.	17. 12. 79	20. 2. 79	284 12 4	16. 4. 79	17. 4. 79	22. 5. 79
Clontarf, m. Do., . f.	21. 3. 79	8. 5. 79	267 13 4	3. 9. 79	5. 9. 79	22. 10. 79
Clogher, .	16. 8. 79	1. 11. 79	327 6 9	9. 12. 79	11. 12. 79	5. 2. 80
MAYO:						
Clonsilla, .	7. 9. 79	18. 11. 79	325 15 2	2. 7. 79	4. 7. 79	19. 8. 79
Attymanes, m. Do., . f.	16. 7. 79	12. 6. 79	344 10 5	29. 8. 79	26. 8. 79	8. 9. 79
Callow, m. Do., . f.	9. 9. 79	18. 11. 79	391 13 5	8. 1. 80	9. 1. 80	—

II.—List of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1879, with Tabulation, showing the Progress made in Executing the Works from time of referring case to BOARD OF WORKS for Estimate, till Plans, &c., were transmitted to Manager.

COUNTY.	Dist.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Managers by Board of Works.
						£ s. d.		
Clare,	48	11021	Pittfield,	13.11.78	14.12.78	16 11 10	10. 1.79	13. 9.79
Do.,	—	8832	Milltown Malray	2. 8.78	11.12.78	39 2 0	10. 2.79	13. 9.79
Do.,	—	9097	Tullybrook, m.	15.11.78	14.12.78	2 0 0	10. 1.79	13. 9.79
Do.,	—	9098	Do., f.	21. 2.78	7.12.78	18 0 0	17. 1.79	†
Do.,	—	10131	Coore, .	27. 4.78	23. 6.78	8 8 10	31. 1.79	†
Cavan,	34	4848	Derrydamph,	11. 8.78	31. 6.78	70 10 8	13. 2.79	2. 4.79
Donegal,	5	1240	Keshingham,	17. 7.78	26.11.78	20 0 0	9. 8.79	28. 4.79
Galway,	34	4730	Oughtonard,	8. 1.79	22. 2.79	2 10 4	8. 3.79	16. 5.79
Austria,	84	11314	Aldon,	15. 2.70	11. 3.79	3 8 8	28. 3.79	7. 8.79
Clare,	42	5041	Ballymalack,	8. 2.70	22. 2.79	4 0 0	30. 9.79	30. 4.79
Tipperary,	43	0617	Grimes,	2. 7.70	—	142 0 0	1. 4.79	17. 9.79
Clare,	42	441	Ruan,	7.16.78	28. 2.78	57 10 0	20. 4.79	15. 5.79
Armagh,	10	101	Armagh, m.	2.16.78	—	100 0 0	30. 4.79	9. 4.79
Do.,	—	162	Do., f.	28. 6.78	19. 6.78	2 0 0	28. 4.79	15. 5.79
Westmeath,	25	5065	Kilkeigh,	96.11.78	4.12.78	86 18 0	—	6. 8.79
Clare,	51	6317	Derrynaveagh,	9. 1.79	22. 4.78	11 12 4	28. 5.79	6. 9.79
Kerry,	04	2810	Kilmolloy, m.	22. 8.77	20. 3.78	816 0 0	28.10.70	9.12.79
Do.,	—	2911	Do., f.	7. 6.70	—	30. 4.79	37 16 0	28. 6.79
Cork,	05	9657	Barravilla, .	2. 4.70	20. 5.79	3 8 8	13. 0.70	3. 7.79
Antrim,	9	10270	Porters, m.	—	10. 6.70	86 2 2	16. 9.79	13. 9.79
Do.,	—	10279	Do., f.	20. 4.70	20. 5.79	48 10 4	9. 7.79	8. 8.79
Kerry,	54	2118-0	Bracklinn, m. & f.	15. 5.79	10. 6.79	16 3 10	9. 7.79	8. 8.79
Do.,	07	2251-2	Sneem, m. & f.	21. 2.70	25. 8.79	11 0 0	9. 8.79	3.10.79
Cork,	59	9340-11	Skibbereen, (1), (2), & f.	1. 6.79	24. 7.79	8 0 0	12. 8.79	0.10.79
Do.,	50	5140	Prep.	—	8. 0.70	10 2 4	12. 9.79	10. 9.79
Do.,	50	4440	Cullen, m.	8. 8.79	36. 8.79	127 3 0	10. 9.79	13.11.79
Kerry,	08	7919	Do.,	19. 7.70	20. 8.70	80 14 0	14.10.79	4.11.79
Do.,	—	8539	Lauragh, m. & f.	27. 0.79	18. 0.79	46 15 4	11.10.79	11.12.79
Meath,	23	4832	Slane, . f.	20. 4.79	19. 8.78	71 3 4	1.11.79	17. 2.80
Clare,	42	9061	Kilbaha, .	10. 4.79	10. 4.79	30 0 0	19.11.79	6.12.79
Tipperary,	31	4608	Newport, .	21.10.79	18.11.79	32 6 8	12.12.79	19.12.79
Cork,	08	0710	Do.,	—	—	—	—	—
Clare,	42	4870	Dodda, .	—	—	—	—	—
Waterford,	49	1987	Kilculthean, m. & f.	—	—	—	—	—
Do.,	—	1514	Do.,	—	—	—	—	—
Kerry,	54	5517	Maharosa, .	—	—	—	—	—
Do.,	07	5847-8	Daromunay, m. & f.	—	—	—	—	—
Dona,	10	11753-6	Grovefield, m. & f.	—	—	—	—	—

* Additional grant.

† Not sent—not necessary.

‡ Not necessary.

APPENDIX H.

L.—LIST OF EIGHTY-SEVEN TEACHERS (fifty-one Males and thirty-six Females) who, from Age and Infirmary, Retired from the service of the BOARD during the year ended 31st December, 1879, and to whom Retiring Gratuities were awarded.

County.	Dist.	Roll No.	School.	Teacher.
Tyrone, . . .	7A	5865	Andros (old), . . .	Charles McKeown.
Antrim, . . .	8	5817	Conway-street, . . .	Moses Adamson.
Down, . . .	9	212	Currydall, . . .	Thomas Whyte.
Do., . . .	10	5073	Moncyra, . . .	James Begley.
Do., . . .	—	8008	Anne-street, . . .	Kate Naget.
Fermanagh, . . .	13	4423	Corrowkeel, . . .	Francis Petty.
Armagh, . . .	16	7605	Ballymyre, . . .	Mary Haemity.
Monaghan, . . .	18	339	Mullaghaunee, . . .	Robert M'Leod.
Down, . . .	19	5876	Rathfriland, . . .	Michael Grant.
Louth, . . .	25	9615	Wilstown, . . .	Mary Anne Kane.
Leitrim, . . .	28	5903	Mohill, . . .	Isabella Reynolds.
Do., . . .	—	7246	Do., . . .	Michael Reynolds.
Westmeath, . . .	33	5101	Rathowen, . . .	Maria Lenehan.
Donegal, . . .	5	6108	Meenaneary, . . .	Connell Brogan.
Derry, . . .	7A	243	Balkindrum, . . .	James M'Kee.
Down, . . .	17	7221	Strangford, . . .	Aeneas Marin Lepel.
Mayo, . . .	20	4106	Kilrushbigher, . . .	Maria Melville.
Do., . . .	21	7750	Derrinacorta, . . .	Homerin Towey.
Do., . . .	—	7218	Callow, . . .	Anne Cusackingham.
Cavan, . . .	23	154	Lougherduff, . . .	Catherine Dencher.
Westmeath, . . .	33	944	Meyvra, . . .	Catherine Pegan.
Tipperary, . . .	36	7859	Corbally, . . .	Margaret Murray.
Dublin, . . .	38	603	Clonsilla, . . .	Hugh Ward.
Queen's, . . .	41	5208	Brisoli, . . .	Bridget Pillin.
Kildare, . . .	—	732	Monasterevan, . . .	Mary Wright.
Kilkenny, . . .	47	4194	Clintstown, . . .	Eliza Brennan.
Waterford, . . .	48	8658	Ardmore, . . .	Dennis O'Connor.
Do., . . .	49	634	Butterstown, . . .	Edmond Flynn.
Tipperary, . . .	53	4069	Mocklershill, . . .	John Heffernan.
Cork, . . .	56	4126	Scart, . . .	Arthur O'Connor.
Do., . . .	59	6447	Inch, . . .	William Coker.
Do., . . .	60	8918	Spike Island, . . .	Mary Desmond.
Antrim, . . .	8A	17	Bruslee, . . .	James Dundee.
Armagh, . . .	15	8999	Coreraie, . . .	Jane O'Reilly.
Galway, . . .	34	6818	Kilronayne, . . .	John O'Connor.
Dublin, . . .	30	768	Central Model, No. 1, . . .	Mrs. E. Campbell.
Do., . . .	—	8537	Do., No. 2, . . .	Mrs. A. L. Murphy.
Antrim, . . .	8	10618	Currie, . . .	Charles Todd.
Monaghan, . . .	18	3194	Balladine, . . .	James Sanderson.
Down, . . .	11	3325	Gilford, No. 1, . . .	James Packes.
Tyrone, . . .	14	5680	Rosavey, . . .	Michael M'Gillion.
Do., . . .	—	7091	Anghafad, . . .	James M'Caughy.
Down, . . .	17	7583	Calra, . . .	Elizabeth Doyle.
Mayo, . . .	20	9759	Banagher, . . .	Martin Hogan.
Do., . . .	26	1671	Trilleg, . . .	John Flynn.
Leitrim, . . .	31	1028	Mohernavagh, . . .	Catherine Logan.
Clare, . . .	45	10321	Lisycasey, . . .	Mary Scanlan.
Wexford, . . .	50	4183	Beve, . . .	Jane Foley.
Cork, . . .	52	1273	Charleville, . . .	William Croke.
Donegal, . . .	2	172	Cockhill, . . .	John Logan.
King's, . . .	36	2867	Banagher, . . .	Patrick Myhan.
Cavan, . . .	24	5232	Costebill, No. 2, . . .	Isabella Ross.
Cork, . . .	61	4443	Reanlea, . . .	John Desmond.
King's, . . .	41	3616	Durrow, . . .	Patrick Murray.
Meath, . . .	25	5630	Trim, Model, . . .	Michael Freehill.
Antrim, . . .	8	9403	Ashmore-street, . . .	Hugh Park Ward.
Dublin, . . .	30	1795	Central Model, . . .	Thomas Urry Young.
Antrim, . . .	8	6581	Earl-street, . . .	Edward Rogers.
Rescommon, . . .	27	5811	Ballagh, . . .	Michael Quinn.
Kildare, . . .	57	8361	Clongorey, . . .	Mary Reilly.

I.—LIST OF EIGHTY-SEVEN TEACHERS (fifty-one Males and thirty-six Females) who, from Age and Infirmary retired from the services of the BOARD during the year ended 31st December, 1879, and to whom Retiring Gratuities were awarded.—*continued.*

County.	Dist.	Roll No.	School.	Teacher.
Queen's, . . .	41	509	Clonaghadoo, . . .	James M'Cabe.
Tipperary, . . .	43	9527	Boulasane, . . .	James Bray.
Carlow, . . .	44	3139	Knocklishen, . . .	Catherine D'Arcy.
Tyrene, . . .	7a	7490	Slates quarry, . . .	Bernard Harvey.
Kerry, . . .	30	1797	Lilstowel, No. 1, . . . m.	Collinghan O'Callaghan.
Galway, . . .	32	2173	Barnaderg, . . . m.	Patrick Hoban.
Dublin, . . .	38	8471	SS. Michael and John's, . . .	Mary Jane Fay.
Antrim, . . .	4	7746	Galgorm, . . . f.	Margaret Smyth.
Monaghan, . . .	23	2109	Clomoyra, . . .	Patrick M'Donnell.
Longford, . . .	28	4217	Moydow, . . . m.	James Deoner.
Westmeath, . . .	38	841	Kesper, . . . m.	Michael Brennan.
Antrim, . . .	8a	27	Whitehouse, No. 1, . . .	Elizabeth Orr.
Do., . . .	9	10737	Blackstaff-road, . . .	Samuel Buchanan.
Tyrene, . . .	15	1378	Angknagar, . . .	John Devlin.
Armagh, . . .	16	102	Armagh, . . . f.	Ellen Hayes.
Reacommen, . . .	22	2434	Corrusher, . . . f.	Margaret Horan.
Westmeath, . . .	33	7911	Corry, . . .	Ellen Dalton.
Queen's, . . .	41	5442	Rosenallis, . . .	Brigid Conners.
Cork, . . .	59	6529	Drinoleague, . . .	Mary M'Carthy.
Fermanagh, . . .	31	234	Stonepark, . . .	John M'Kenzie.
Sligo, . . .	20	7962	Quigubar, . . .	James Mullany.
Kilkenny, . . .	47	7312	Bernchurch, . . .	Thomas Gilmore.
Down, . . .	17	3745	Shrigley, . . .	Robert Gilmore.
Leitrim, . . .	31	9254	Aughawilkin, . . .	Brigid M'Cawley.
Londonderry, . . .	3	2600	Ballinross, No. 1, . . .	Thomas Forgrave.
Donagall, . . .	1	10210	Ramfust, . . .	John Bell.
Do., . . .	5	6065	Gleacough, . . . f.	Brigid Slevin.

II.—LIST OF TEACHERS to whom CARLISLE and BLAKE PREMIUMS were awarded for the year 1879.

—	Teacher.	School.	District.	Amount of Premium.
Head-Inspector	Arthur Black, . . .	Mount Pottinger, m.	10	47
Mosell's Group,	Catherine M'Cabe, . . . f.	Coronary, . . . f.	23	6
	James Paisley, . . .	Mosley, . . .	84	4
" Patterson's "	Patrick Moylan, . . .	Prasago East, . . . m.	49	7
	Joseph Griffin, . . .	Templetoohy, . . .	43	6
	Catherine Dooly, . . .	Windgap, . . .	53	4
" Fitzgerald's "	Frederick Lyons, . . .	Dromore Road, . . .	19	7
	Anne M'Nally, . . .	Carrickmacross, f.	24	6
	Kate Ross, . . .	Mohill, . . . f.	28	4
" M'Sheehy's "	Ellen Collins, . . .	Lisavalrd, . . .	59	7
	John Robinson, . . .	Carmichael, . . .	60	6
	Mary Donovan, . . .	Coerea, . . . f.	55	4
" W.S. Molloy's, "	—	—	—	—
	—	—	—	—
" John Molloy's "	Robert Hickson, . . .	Fintona Par, . . .	14	7
	James Mullan, . . .	Waterside, . . .	2	6
	John Boyd, . . .	Anne Street . . .	15	4

* Not yet awarded; correspondence pending.

APPENDIX I.

QUESTIONS proposed at the Examination of Teachers, Easter, 1880.

Appendix I.

Examination
Questions.Male
Teachers.

A. Pupils.

A.—MALES.

METHODS OF TEACHING, &c.—40 Marks.

From 9½ to 11 o'clock.

N.B.—Only five questions to be attempted.

1. A school has a daily attendance of sixty-six pupils. The staff consists of a principal teacher and two paid monitors. Draw out a Time Table, according to the bipartite system, for its working, giving details, showing the duties for each member of the staff, unpaid monitors being supposed to be employed. The number of pupils in each class to be stated. 8 marks.

2. What is the definition given in the Manual of the *rationale* of Arithmetic? At what stage of the pupil's progress should it be introduced, and what are the advantages arising from its proper treatment? 8 marks.

3. State what should be taught under the head *Grammar* :—

(a.) Through oral instruction by the teacher ;

(b.) Through committal to memory.

(c.) By other (and what) means.

8 marks.

4. Explain the advantages of analysis of sentences, and mention the injurious effects which may arise from the use of the technical terms given in works on this branch of grammar. 8 marks.

5. Give the substance of Dr. Joyce's remarks upon the teaching of Derivations. 8 marks.

6. What are the views of Dr. Joyce and Mr. Robinson respectively as regards personal supervision of the Writing lesson by the teacher? 4 marks.

7. To what class is it first necessary to explain the meaning of the term *ratio*? What is the explanation you would give? 4 marks.

8. "Intelligent counting embraces two arithmetical laws." What are the laws alluded to? 4 marks.

9. Write out a Home lesson in Geography suitable for a sixth class. State how long the pupils for whom the lesson is intended are supposed to be in the class. 4 marks.

10. What is the leading difference between questions (oral) for teaching and for examination respectively? 4 marks.

GRAMMAR—50 Marks.

From 9½ to 11 o'clock.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

1. To-day deep thoughts resolve with me to drench
In mirth, that after no repenting draws;
Let Euclid rest, and Archimedes pause,
And what the Swede intends, and what the French.
To measure life learn thou betimes, and know
Toward solid good what leads the nearest way;
For other things mild Heaven a time ordains
And disapproves that care, though wise in show,
That with superfluous burden loads the day,
And when God sends a cheerful hour, *refrains*.

Parse fully the words in italics, and write a paraphrase of the passage.

10 marks.

Appendix L
Examination
Questions.
Mist.
Teachers.
A. Papers.

2. Specify four distinct periods in which English received additions from the "classical" languages, and name the classes of words, speaking generally, that were introduced during the first three periods. 10 marks.
3. (a.) Set forth as fully as you can the Anglo-Saxon *case-endings*. 10 marks.
(b.) Point out traces of those inflections now existing.
4. (a.) Define "strong" and "weak" verbs, giving specimens of each class. 10 marks.
(b.) Why are the "weak" verbs so named?
(c.) How many verbs (round numbers) in each class, according to Dr. Sullivan? 10 marks.
5. Explain the terms Allegory, Catachresis, Metonymy, setting forth the various substitutions that are referred to Metonymy. 10 marks.
6. Correct the following sentences, giving your reasons in each case:—
(a.) During the last century no Prime Minister, however powerful, has become rich in office.
(b.) If my honorable friend had been present, the honorable gentleman would not dare to have assailed him.
(c.) Hoping that I will soon hear from you, believe me yours truly. 6 marks.
7. What are the principal adjuncts of the subject of a sentence? 5 marks.
8. "I dreamt that Greece might still be free."
(a.) Re-arrange this line, retaining the sense and all the words, so as to convert the conjunction into a pronoun.
(b.) By whom has this solution been proposed? 4 marks.
9. State Dr. Sullivan's and Dr. Wallis' views as to the classification of *my, mine; our, ours*, &c. 5 marks.
10. (a.) In what metro are the greatest English poems written?
(b.) Name the several dissyllabic *feet*, with examples, marking the quantity of each syllable. 5 marks.

DERIVATIONS—30 Marks.

From 9½ to 11 o'clock.

N.B.—Only five of these questions to be attempted.

1. What principles of derivation, according to Dr. Sullivan, are exemplified by the following modern proper names, and state in each case the ancient name:—*Lecci, Scanderoun, Aix, Saragossa, The Yar, The Medway, Milan, Rouen*. 6 marks.
2. "There are vast harvests of historic lore garnered often in single words." How does Archbishop Trench illustrate this? 6 marks.
3. Besides the loss of entire syllables, many French-Latin words differ from their originals by the *Commotation, Addition, and Transposition* of letters. Exemplify this statement. 6 marks.
4. Give examples of Derivation, by means of the addition of the liquids *l* and *n* in the case of (1) nouns and (2) adjectives. 6 marks.
5. State the etymology, according to Horne Tooke, as quoted by Dr. Sullivan, of the words *out, pageant, scout*. 6 marks.
6. Classify the following words, according to their origin, under two headings, namely, (a) of English origin, and (b) of Classic origin—*wright, clerk, seamstress, banker, kingdom, shire, county, empire, tree, autumn, harvest*. 3 marks.
7. Give examples of nouns, derived from adjectives, by (1) the affixes *th, ist, th, and* (2) by the change of *t* into *ce* or *cy*. 3 marks.
8. Give examples of adjectives, derived from adjectives, (1) by the affixes *th, th, and* (2) by the prefixes *dis, il*. 3 marks.
9. State the relative proportions of Saxon or Teutonic words in English and those from a Latin source. 3 marks.
10. Construct a table of Saxon, Latin, and Greek Prefixes of similar signification. 3 marks.

GEOGRAPHY—50 marks.

(From 3½ to 5 o'clock.)

N.B.—Only five of these questions to be attempted.

1. Explain fully and clearly the reforms made in the Calendar by Julius Caesar and by Pope Gregory respectively. Be careful to state how the errors corrected by these reforms arose, and the provisions made to guard against similar errors in future. 10 marks.
2. Between what parallels do the mountain chains lie that run east and west in the Northern Hemisphere—give examples? Account for their occupying this position, and compare the corresponding region of the Southern Hemisphere. 10 marks.
3. Compare the density of the Sun, and each of the Planets, with that of Water. Also, the mass of the Sun with that of the Planets. 10 marks.
4. Name, in the order of their importance, the ten principal States of the German Empire, with their chief towns. 10 marks.
5. Draw a Map of North America, exhibiting the river and lake system of that Continent. 10 marks.
6. Explain the difference between a *Sideral* and a *Synodical* month, and give the period of each. 5 marks.
7. State briefly the leading Geographical features of the island of Ceylon. 5 marks.
8. Enumerate the chief characteristics of the *Ethiopic* race; and state the parts of the world in which it is to be found. 5 marks.
9. Explain how the pendulum has been employed to determine the exact shape of the Earth. 5 marks.
10. State the changes that have taken place in the political Geography of Europe during the past ten years. 5 marks.

LESSON BOOKS—60 Marks.

(From 2 to 3½ o'clock.)

N.B.—Only five of these questions to be attempted.

1. State clearly the different expedients resorted to by Hastings while in India to relieve the financial embarrassment of the Government. 12 marks.
2. (a.) What were the leading provisions of the *Magna Charta*?
(b.) Show that, though commonly regarded as such, the *Charta* is not in all respects the basis of English freedom. 12 marks.
3. Judge Longfield affirms that Irish prosperity is but little dependent on assistance from the State. By what proof is this statement sustained? 12 marks.
4. Locke supposes the mind to be at first "as white paper—without ideas," and he asks, "How comes it to be furnished?" State fully how he answers the question. 12 marks.
5. Addison says there are three reasons why man should not be proud.
(a.) What are these reasons?
(b.) Show that yet these three reasons are the very reasons why man is proud. 12 marks.
6. Quote two lines of poetry from each of the following poets:—Shakspeare, Milton, Pope, Gray. 6 marks.
7. (a.) Specify the two modes banks adopt in making advances to their customers.
(b.) How is a bill made negotiable? 6 marks.
8. What were the two leading thoughts that guided the formation of the *Catechisms* of Rome? 6 marks.
9. (a.) Where are "*The Goblins*," "*The Rocking Stone*," "*The Gray Man's Path*?"
(b.) Say what you know of each of them. 6 marks.
10. In what terms does Lord O'Hagan speak of Goldsmith as a reformer and philanthropist? 6 marks.

I

Appendix I.

Examination Questions.

Male Teachers.

A Papers.

Appendix I.

Examination Questions.

Male Teachers.

A. Papers.

BOOKKEEPING.—30 marks.

From 2 to 3½ o'clock.

N.B.—Only five of these questions to be attempted.

1. State with reference to the closing of the following accounts, what balances, if any, should be brought down, and to what other account, if any, a transfer should be made:—

(a.) Stock. (b.) Ship, "Margaret." 6 marks.

2. James Williams and I are in partnership. He purchases £150 worth of our goods, what are the entries? 6 marks.

3. I buy corn from J. Cooke, value £100, and sell it for £120 to James Dolan. He pays me by his Bill for £75 and £45 in cash. I then give Dolan's acceptance, and cash for the balance to Cooke—he allowing me 2 per cent. discount on the whole amount. Give Cooke's entries. 6 marks.

4. James Wilson's acceptance payable to me yesterday was returned dishonoured, and I have paid charges for "Noting," &c. Give my journal entry. 6 marks.

5. "All accounts are balanced either by Balance or by Profit and Loss"—what is the exception to this rule? 6 marks.

6. Kennedy and Co., of New York, consign to M'Clelland and Co., Derry, a cargo of timber to be sold for account of consignors, who have paid all freight and charges. Give Kennedy and Co.'s entry in this case. 5 marks.

7. M'Clelland and Co. send an account of sales of timber to Kennedy and Co. (as in question 6), and at the same time a remittance in Bills as payment of net proceeds of sale. What is Kennedy and Co.'s entry on receipt of these. 5 marks.

8. When my debtor compounds and pays me part of the debt for the whole, what is my journal entry? 5 marks.

9. What is the consequence to the merchant in the following cases:—(a.) If the debit side of a real account is more than the credit side. (b.) If the debit side of stock account is larger? Give your reasons in each case. 5 marks.

10. Describe the "Sales Book" fully. State its uses, &c. 5 marks.

HISTORY.—30 Marks.

From 2 to 3½ o'clock.

1. What claim had James I. to the English throne? In what wars was he engaged? 6 marks.

2. Describe briefly the privileges for which the Plebeians of Rome contended with the Patricians; and name at least two laws passed in favour of the Plebeians. 6 marks.

3. Mention any three important events which took place during the Peloponnesian war; and, of the distinguished men engaged in it, name three on each side. 6 marks.

4. State what you know regarding any one of the following—*Treaty of Utrecht. Bill of Rights. Wentworth Earl of Strafford.* 6 marks.

5. Name the Sovereigns of Russia during the last 100 years (1780-1880), and give at least one important event which took place during the reign of each. 6 marks.

COMPOSITION.—40 marks.

From 3½ to 4½ o'clock.

N.B.—Only one of the following subjects to be selected.

1. The National Debt.

2. Banks.

3. Distribution of Wealth.

4. State the leading points which should receive prominent attention in every well regulated school, in addition to the ordinary lessons of instruction, and select any one of them as the subject of a short paper.

REASONING.—30 marks.

Appendix I.

Exami-
nation
Questions.Male
Teachers.

CANDIDATES FOR MODEL SCHOOL HEAD MASTERSHIPS.

From 4½ to 6 o'clock.

N.B.—Only five questions to be attempted.

1. In the 3rd figure particular conclusions alone are admissible; show that this is the case. 6 marks.
2. *All wise men are friends to religion ;
Some statesmen are not friends to religion ;
Therefore some statesmen are not wise men.*
By the method known as reduction *ad impossibile*, reduce this to the 1st figure. 6 marks.
3. In a *Sorites* there can be only one negative premise; show that this is the case. 6 marks.
4. The probability of the major premise of an argument is $\frac{2}{3}$; of the minor, $\frac{1}{2}$; show that the probability of the conclusion is $\frac{1}{3}$ ($=\frac{2}{3} \times \frac{1}{2}$). What does the remaining fraction $\frac{1}{3}$ ($=1-\frac{2}{3}$) express? 6 marks.
5. Give an example of reasoning from Induction; and express the argument in syllogistic form. 4 marks.
6. What are the Rules for Logical "Division"? 4 marks.
7. What propositions are true, and what propositions false, in necessary matter; and what in contingent matter? 4 marks.
8. The predicate of an affirmative proposition is undistributed; show that this is the case. 4 marks.
9. Of the following, which are capable, and which are not capable, of being employed as *Terms*? (Illustrate your answer by examples): *verbs*; *nouns* in objective case; *nouns* in nominative case; *adverbs*; *participles*; *adjectives*. 4 marks.
10. Define a *concrete term*; also, an *abstract term*; and give examples. 4 marks.

AGRICULTURE—50 marks.

From 5 to 6 o'clock.

N.B.—Only five questions to be attempted.

- I. (1.) Enumerate and explain the several modes in which lime acts on soils. 10 marks.
- (2.) On which class of soils, light or heavy, are ammoniacal manures more effective? Give the reasons for your answer. 10 marks.
- (3.) How does the "Courtney system," of treating the flax crop differ from that usually followed in Ireland? 10 marks.
- (4.) What are the merits, and what the demerits, of the Leicester Sheep? 10 marks.
- (5.) Write out a Calendar (a) of farm operations, and (b) of cottage garden operations, for the month of April. 10 marks.
- II. (6.) Turnip tops are sometimes ploughed in as a manure, what is the valuable constituent returned to the soil in this form. 5 marks.
- (7.) What are the manurial purposes for which Nitrate of Soda is best suited? 5 marks.
- (8.) What are the remedies for an excess of Oxide of Iron in a soil? 5 marks.
- (9.) Explain how a milch cow may be kept during the summer without grass or other green food, and specify the kinds and quantities of food to be used in such a case. 5 marks.
- (10.) State the principles that should be kept in view, and the arrangements that should be provided for, in the construction of a Dairy. 5 marks.

Appendix I.

Examination
Questions.Male
Teachers.

A. Papers.

ARITHMETIC—90 marks.

From 3½ to 6 o'clock.

N.B.—Only five of these questions to be attempted.

1. Mention various methods for proving the correctness of computation under the several simple rules, and state the occasions when each is to be preferred. 18 marks.
2. Give several rules for facilitating calculations under each of the simple rules of arithmetic, with examples. 18 marks.
3. Without annexing figures to the dividend, divide 428571 by 230769, so that the quotient may contain six places of decimals. 18 marks.
4. If the 3 per cents. are at 97 and Government offer to receive tenders for a loan of £4,000,000, the lender to receive four millions in the 3 per cents, together with a certain sum in the 3½ per cents. what amount of 3½ per cent. stock ought the lender to accept? 18 marks.
5. If a person borrow £1,000 at 5 per cent. per annum, compound interest, and agree to pay both principal and interest in twelve equal annual payments, how much must each payment be, the first being made at the end of the first year? 18 marks.
6. If a merchant commence trade with a capital of £1,500, and gain so much that his capital is increased each year by a tenth part of itself wanting £15, how much will he be worth at the end of 20 years? 9 marks.
7. Given the first term of a series of continual proportionals 2, the ratio 4, and the number of terms 5; find the sum, and prove the rule by which it is found. 9 marks.
8. A man borrowed £400, and agreed to pay simple interest at 5 per cent. per annum. At the end of 10 months he paid one part of the principal with its interest; 9 months after, he paid another part with its interest from the time it was borrowed; and 6 months after that he paid the remainder of the principal with its interest, in like manner, from the time it was borrowed. What was the amount of each payment, each of the last two being double of the first? 9 marks.
9. A cube contains 18 yards, 18 feet, 1088 inches: find its edge. 9 marks.
10. Two "through trains" start at noon from the extreme termini of a railway 585 miles long. One runs 40 miles an hour, the other 50 miles. At what time will they be equally near the end of their journey? 9 marks.

GEOMETRY, &c.—90 Marks.

From 11 to 1.30 o'clock.

N.B.—Only five questions to be attempted.

1. A common tangent is drawn to two unequal circles which touch each other externally; show that the intercept on this tangent is a mean proportional between the diameters of the circles. 18 marks.
2. Two points are taken in the diameter of a circle equally distant from the centre; any chord is drawn through one of these, and its extremities are joined to the other point; prove that the sum of the squares of the sides of the triangle thus formed is invariable. 18 marks.
3. In a triangle, show that the length of the line which bisects angle A, and terminates in side a is $\frac{2bc}{b+c} \cos \frac{1}{2}A$. 18 marks.
4. Prove the following identities:—
 (1.) $\frac{\sin 2A + \cos 2A}{(\cos A - \sin A) - (\cos 3A - \sin 3A)} = \frac{1}{2} \operatorname{cosec} A$.
 (2.) $\frac{\sin^2 A - \sin^2 B}{\sin A \cos A - \sin B \cos B} = \tan (A+B)$. 18 marks.

5. (1.) Solve the equation:—

$$\tan (45^\circ + A) + \cot (45^\circ + A) = 4.$$

- (2.) Show that,
- $a \cos 2A + b \sin 2A = a$
- where
- $\tan A = \frac{b}{a}$
- . 18 marks.

6. Describe a circle which shall pass through two given points and touch a given right line. 9 marks.

7. The three sides of a triangle are 3, 7, and 8; show that the angle opposite the second side is
- 60°
- . 9 marks.

8. Prove that the solid contents of a right cone, a hemisphere, and a cylinder of the same base and altitude, are in the ratio of 1 : 2 : 3. 9 marks.

9. In a right-angled triangle any rectilinear figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the sides which contain the right angle. 9 marks.

10. On a given right line construct a segment of a circle which shall contain an angle equal to a given acute angle. 9 marks.

ALGEBRA.—(80 marks.)

From 11 to 1½ o'clock.

N.B.—Only five questions to be attempted.

1. Find the rate of annual increase of a population which doubles itself in a century, having given
- $\log 2 = 30103$
- , and
- $\log 1007 = 3 \cdot 00303$
- . 16 marks.

2. Find the value of
- x
- from the equation:—

$$2x + 1 + x \sqrt{x^2 + 2} + (x + 1) \sqrt{x^2 + 2x + 3} = 0. \quad 16 \text{ marks.}$$

3. Find the equation whose roots are
- p
- times those of
- $ax^2 + bx + c = 0$
- , without solving the equation. 16 marks.

4. Show that if three numbers be in geometrical progression, and the mean be added to each of the three, the three sums will be in harmonical progression. 16 marks.

5. Find the values of
- x
- and
- y
- from the equations
- $\frac{x - y}{x^2 - y^2} = \frac{1}{211}$
- . 16 marks.

6. Reduce the expression
- $\frac{1}{(x-y)(x-z)} + \frac{1}{(y-z)(y-x)} + \frac{1}{(x-z)(x-y)}$
- to its simplest form. 10 marks.

7. How many terms of the series 2, 5, 8, &c., make 210. Explain the two values of
- n
- . 10 marks.

8. Explain clearly what is meant by the sum of an infinite series, and prove the formula for finding it. 10 marks.

9. Extract the square root of
- $\frac{x^3}{y^3} + \frac{y^3}{4x^2} - \frac{x}{y} + \frac{y}{2x} - \frac{1}{2}$
- . 10 marks.

10. The fore wheel of a carriage makes 6 revolutions more than the hind wheel in going 120 yards. If each circumference were increased by one yard the difference would be reduced to 4 revolutions for the same space. Find the circumference of each wheel. 10 marks.

NATURAL PHILOSOPHY—80 Marks.

From 11 to 1½ o'clock.

N.B.—Only five questions to be attempted.

1. (a.) A weight is placed on an inclined plane, whose inclination is
- i
- , and is kept at rest by a force, which makes an angle
- θ
- with a perpendicular to the plane. Investigate the relation between the power, the weight, and the pressure on the plane.

- (b.) Explain clearly why the gradients on railroads should always be much less than those on ordinary roads. 16 marks.

2. While a balloon is rising uniformly at the rate of 40 feet per second, a stone is let fall from the car, which, after two seconds, strikes and passes through the glass roof of a building. The stone loses one-half the velocity

- Appendix I.* with which it struck the glass, and it reaches the ground in half a second afterwards. What is the height of the glass roof above the ground? 16 marks.
- Examination Questions.* 3. (a.) When a beam of solar light is passed through a glass prism, describe and explain the effect produced. 16 marks.
- Male Teachers.* (b.) What are the dark lines ("Fraunhofer's lines") of the solar spectrum? How may they be observed, and how are they accounted for? 16 marks.
- A. Papers.* 4. Describe the Leyden Jar, and give the theory of its action. What is meant by the "residual charge" of the jar? 16 marks.
5. What is meant by the *specific heat* of mercury? What is meant by the *latent heat* of mercury? How would you determine experimentally the *latent heat* of water? 16 marks.
6. In a system of pulleys, where there are n cords, each of which is attached to the weight, state and prove the formula which expresses the relation between the power and the weight when in equilibrium. 8 marks.
7. Give a sketch of the hydraulic press ("Bramah's press"), and state the principle upon which it depends. If the area of the plunger of the pump be 12 square inches, and the area of the large piston 5 square feet, with what force is the latter raised if the plunger be pressed down with a force of 30 lbs? 8 marks.
8. Describe the Magic Lantern, and explain how the figures on the slides are cast upon the screen. How are dissolving views produced? 8 marks.
9. Describe the construction and explain the action of a cell of Daniell's, Bunsen's, or Smee's battery. 8 marks.
10. Describe some form of self-registering Thermometer, and explain how it acts.

Or,

Describe and explain the action of some form of the Hygrometer. 8 marks.

B. Papers.

B.—MALES.

METHODS OF TEACHING, &c.—40 Marks.

From 9½ to 11 o'clock.

N.B.—Only five of the questions are to be attempted.

1. Explain the great importance which attaches to the proper teaching of the junior classes, and state why these classes are neglected in some schools. 8 marks.
2. What are the principal causes of unpunctuality in the morning attendance of pupils, and what are its effects upon the business of the school? Mention the remedies for this defect. 8 marks.
3. Explain fully the benefits which arise from a systematic course of Home Lessons judiciously carried out in a school. What two causes are assigned by Dr. Joyce for the inefficiency as regards this branch which characterizes many schools? 8 marks.
4. With what class does Dr. Joyce recommend the use of text-books in grammar to begin? What twofold advantage does the use of the text-book in this class produce? 8 marks.
5. A school-room is 35 feet long and 20 feet broad; how many pupils will it accommodate, and what desk accommodation will be necessary? Show by a diagram how you would arrange the furniture. 8 marks.
6. What subjects of the ordinary school course admit of the analytic method of teaching? Give reasons for your answer. 4 marks.
7. What are the advantages of committing poetry to memory? What is the first thing which should be done by a teacher when giving a piece to be learned by a class? 4 marks.
8. What are the rules which Dr. Joyce thinks it necessary for pupils studying Measurement of Superficies to learn? 4 marks.
9. State the methods recommended by Dr. Joyce and Mr. Robinson respectively for recording the answering in Home Lessons. 4 marks.
10. What are the principal arithmetical rules which depend upon proportion? Give the reasons for your answer. 4 marks.

GRAMMAR.—50 Marks.

From 9½ to 11 o'clock.

N.B.—Only five questions, of which the parsing exercise must be one, are to be attempted.

Appendix J.

Exami-

nation

Questions.

Male

Teachers.

B. Papers.

1. And the eye tells what every moment shows
That Heaven no bounds in power or bounty knows
Almighty when it works all good when it bestows

Write this out, with correct punctuation, and parse fully the words in italics. 10 marks.

2. (a.) How is the want of reflective verbs supplied in English?

(b.) What want in the language is apparent from the use by good writers of such phrases as "Each has their friends," "Anybody in their senses"? 10 marks.

3. Write out the three rules, for dividing words into syllables, that refer to the mutual position of vowels and consonants. 10 marks.

4. Set forth fully, with examples, the various modifications of time and fact which the present indicative is used to express. 10 marks.

5. Explain clearly what is meant by a compound and what by a complex sentence. 10 marks.

6. In what cases do compound nouns form their plurals by adding *s* to the first word? 5 marks.

7. Correct the following sentences, assigning your reasons:—

(a.) These are the men whom you thought were there.

(b.) The Annals of Florence are a most imposing work.

(c.) I have lost the game, though I thought I should have won it.

5 marks.

8. Name the figures of Orthography, and define any three of them, giving examples. 5 marks.

9. In cases of difficulty in pronunciation, what guides should we consult, and which is the most important of these guides? 5 marks.

10. Give two synonyms for each of the following words:—Imminent, rashness, progress. 5 marks.

DERIVATIONS.—30 Marks.

From 9½ to 11 o'clock.

N.B.—Only five of these questions to be attempted.

1. Give the etymology of the original adverbs, prepositions, and conjunctions of the English language. 6 marks.

2. Give the derivation of the following words, stating in each case the language to which the root belongs, and giving a history of the word:—*tragedy*, *druid*, *mob*, *calculate*. 6 marks.

3. Explain fully the derivation of *tribulation*, *libertine*, *passion*, *tariff*, *stipulation*, *library*. 6 marks.

4. Give examples of Celtic names of (1) Places, (2) Rivers, (3) Hills. 6 marks.

5. Write out words with the following affixes and prefixes, and show the force of these additions, naming the language to which each belongs:—*a*, *en*, *for*, *apo*, *epi*, *dom*, *ce*, *el*, *ase*. 6 marks.

6. Give six English derivatives from (a) names of persons, and (b) names of places. 4 marks.

7. How may the changes in the final consonant of some prefixes be explained? 4 marks.

8. State, with examples, the various changes the prefixes *in*, *ob*, and *sub* undergo. 4 marks.

9. Give examples of words used in their primary sense, and also in one or more secondary senses. 4 marks.

10. Point out the prefixes in the following words, give their exact meanings, and classify them according to the language from which they are derived:—*anarchy*, *ascend*, *withstand*, *automation*, *epitaph*, *ignoble*, *denmar*, *heterogeneous*, *archetype*, *undone*. 4 marks.

Appendix I.

Exami-
nation
Questions.Male
Teachers.

B. Papers.

GEOGRAPHY.—50 marks.

From 3½ to 5 o'clock.

N.B.—Only five questions to be answered.

1. Describe the River System of South America; and show that from the configuration and position of that continent its rivers must be large. 10 marks.
2. Compare the rainfall in tropical climates with that in temperate:—and show that it corresponds to the summer and winter rainfall in our own country. 10 marks.
3. State and prove the rule for finding the latitude from the sun's declination and meridian altitude, when the observer and the sun are at opposite sides of the equator, and, from this deduce a rule for finding the sun's declination, when the latitude and meridian altitude are given—observer and sun being placed as before. 10 marks.
4. Name the seven divisions, or branches of the Alps, and indicate briefly the position of each. 10 marks.
5. Draw a map of Wales, showing the counties, and the principal bays, &c., round the coast. 10 marks.
6. Trace the isothermal line of 50° mean temperature, across Europe, Asia, and America; and account briefly for any variations observed in its course. 5 marks.
7. Name the Baltic Provinces of Russia, with the chief town of each. 5 marks.
8. Enumerate the foreign possessions of Holland. 5 marks.
9. Name the two highest lakes in the world—state where they are, their elevation above sea level, and the rivers which flow from them. 5 marks.
10. Name all the countries from which the following articles are imported into England:—Wheat, wool, cotton, silk. 5 marks.

LESSON BOOKS.—60 marks.

From 2 to 3½ o'clock.

N.B.—Only five of these questions to be attempted.

1. Give a short summary of the devastation of the Carnatic by Hyder Ali. 12 marks.
2. Specify the restrictions imposed by the Government on the issue of notes (a.) by the Bank of England, and (b.) by the Bank of Ireland. (c.) Why are such restrictions considered necessary? 12 marks.
3. In what way does Sir Walter Scott account for, and excuse Dr. Johnson's rude manners and deficiency in temper? 12 marks.
4. Explain as you would to a class, the following lines from the "Ocean":—
 "The oak leviathans whose huge ribs make
 Their clay creator the vain title take
 Of lord of thee and arbiter of war." 12 marks.
5. Give a short sketch of the life of Dr. Johnson as drawn by Lord Macaulay. 12 marks.
6. The act that terminated the career of the first Hebrew monarch exhibits a most affecting tragedy. (a.) Who was the monarch, and (b.) what was the tragedy referred to? 6 marks.
7. Describe fully how pearl is produced. 6 marks.
8. "Theirs is but a summer's song,
 Thine endures the winter long."
 What are the two songs here referred to? 6 marks.
9. In the lesson "Clothing from Nature," silk is compared to gold. In what does the comparison consist? 6 marks.
10. State what you know of Lignite or wood-coal, 6 marks.

BOOKKEEPING.—30 Marks.

From 2 to 3½ o'clock.

N.B.—Only five of these questions to be attempted.

1. I bought goods from White and Co. on credit, and, after making the usual entries in my books, I find that the full quantity charged has not been delivered, and on application am allowed an abatement for the deficiency. What entry shall I make?

2. I owe Campbell and Co. a debt which I now discharge by giving them part goods, part cash, and part an acceptance. What are their entries?

10 marks.

3. John Jones and I barter sugar and iron. His sugar is worth less than my iron. What are my entries?

10 marks.

4. I have charged James Jackson's account with £100 instead of Michael Jackson's. How shall I correct the error?

10 marks.

5. What allowance should be made by a merchant when balancing his books, if he would obtain a just view of the state of his affairs?

10 marks.

6. I ship goods to Calcutta for my own account, and pay freight, &c. Give my entry.

5 marks.

7. Explain what is meant by a "Trial Balance" and a "Balance Sheet."

5 marks.

8. What do the Debit and Credit sides of the balance account show respectively?

5 marks.

9. What is an Invoice? To what classes of books do Invoices give rise? Explain the uses of these.

5 marks.

10. What may be understood by the following entry in your books:—"Michael Swift Dr. to William Maxwell"?

5 marks.

HISTORY.—30 marks.

CANDIDATES FOR MODEL SCHOOL ASSISTANTSHIPS.

From 2 to 3½ o'clock.

1. Mention any events which occurred in Ireland during, or immediately after, the civil war in the reign of Charles I.

6 marks.

2. Who was the first monarch of the House of Bourbon in France? When and how did he die?

6 marks.

3. Who was the founder of the present Royal House of Sweden?

6 marks.

4. What were the chief additions made to Prussia by Frederick the Great?

6 marks.

5. By whom were the kingdoms of Spain and Portugal united? When, and by whom, was the independence of Portugal restored?

6 marks.

COMPOSITION.—40 marks.

CANDIDATES FOR MODEL SCHOOL ASSISTANTSHIPS.

From 3½ to 4½ o'clock.

COAL—IRON—COPPER.

Write a short paper on any one of these subjects, with special reference to the industrial resources of Ireland.

REASONING.—30 marks.

CANDIDATES FOR MODEL SCHOOL ASSISTANTSHIPS.

From 4½ to 6 o'clock.

N.B.—Only five questions to be attempted.

1. Wise men account virtue a good in itself;
The advocates of pleasure do not account virtue a good in itself;
Therefore the advocates of pleasure cannot be accounted wise men.

In what figure is this? Reduce it to the first figure. 6 marks.

Appendix I.

Examination Questions.

Male Teachers.

B. Papers.

Appendix I.	2. State briefly the rules by which the validity of all categorical arguments may be determined.	6 marks.
Examination Questions.	3. <i>A man who must do a certain thing is not a free agent ; John must either remain where he is or go away ; Consequently, John is not a free agent.</i>	
Male Teachers.	Show the fallacy (if any) in this, and give its technical name.	6 marks.
B. Papers.	4. <i>Some birds can fly. Some birds cannot fly.</i>	
	Convert each of these illatively.	6 marks.
	5. <i>All corn is food ; No stones are food.</i>	
	Give the <i>contradictory</i> and the <i>contrary</i> of each of these.	6 marks.
	6. Abstraction does not necessarily imply generalization, though generalization implies abstraction ; show that this is the case.	4 marks.
	7. Of what kinds of propositions may singular terms be the predicates ? Give examples.	4 marks.
	8. The predicate of a negative proposition is distributed : show that this is the case.	4 marks.
	9. State the rules usually laid down for framing a <i>definition</i> .	4 marks.
	10. State the <i>universal principle</i> of reasoning.	4 marks.

AGRICULTURE.—50 marks.

From 5 to 6 o'clock.

N.B.—Only five of these questions to be attempted.

1. Why is "paring-and-burning" more injurious to light than to heavy land? 10 marks.
2. Describe, in order, the several steps in the draining of arable land. 10 marks.
3. In what essential constituents are peaty soils most deficient? State how the deficiencies may be best supplied. 10 marks.
4. Describe the several steps in the preparation of land for a flax crop, the rotation and the kind of soil suited for it, the times for sowing and pulling, and the quantity of seed to be used per statute acre. 10 marks.
5. Write out a calendar (a.) of farm operations, and (b.) of kitchen garden operations, for the month of October. 10 marks.
6. What are the materials used in the preparation of superphosphate of lime? Describe the process. 5 marks.
7. Supposing your latest sowing of turnip seed failed—what forage crop would then be most suitable for replacing it? 5 marks.
8. Lime is applied with advantage to all crops save one—which one is that? 5 marks.
9. Why is it necessary that the food of pigs should be richer in farinaceous matter than that of cows or sheep? 5 marks.
10. What are the merits, and what the demerits, of the Ayrshire cow? 5 marks.

ARITHMETIC.—90 Marks.

From 3½ to 6 o'clock.

N.B.—Only five of these questions are to be attempted.

1. A depositor in the Post Office Savings Bank receives "interest at the rate of 2½ per cent. per annum on each complete pound for each month, reckoning from the first day of the calendar month next following the day on which a complete pound has been deposited, up to the last day of the calendar month

proceeding the day on which the money is withdrawn." Make up the following account:—

Appendix I.

Examination Questions.

Male Teachers.

B. Papers.

1879. Jan. 1—Brought forward from 1878, £26 15 4					
" 12—Deposited,	3	3	0		
Mar. 12— "	1	10	0		
June 1— "	0	12	6		
Sept. 4— "	5	16	0		
" 15— "					
Nov. 30—Deposited,	4	3	6		
Dec. 2— "	5	0	0		
" 31—Interest for 1879,					
	Balance				

18 marks.

2. A pile of bricks is 27 yards long, 5 feet wide, and $4\frac{1}{2}$ feet high. Find, by the rules of mental arithmetic, how many bricks it contains, each brick being $9 \times 4 \times 3$ inches.

18 marks.

3. (a.) Quote the rule for finding the value of a mixed periodical decimal fraction; (b.) demonstrate it; (c.) prove that the number of circulating figures must always be less than the units in the denominator.

18 marks.

4. Show how the interest of £1,778 for 16 months, at 6 per cent. per annum, may be most easily found, and how the interest at $3\frac{1}{2}$ per cent. may be derived from that.

18 marks.

5. Find, by the easiest method, the product of 9922575 by 647208, and the quotient of 9,876,444,434,568 by 99999.

18 marks.

6. Quote the rule for solving all questions in compound proportion with the least trouble from fractions, and say what contractions the operation admits of.

9 marks.

7. Show that when four quantities are proportional the ratios are equal; and give the general rule for arranging three given numbers in order to find a fourth proportional to them.

9 marks.

8. State the rule for proving multiplication by rejecting the number 11, and illustrate by an example.

9 marks.

9. Find the square root of 3 and the square root of $\frac{1}{2}$ to 5 places of decimals; and find the square of the difference of those roots true to 4 places of decimals only; and find the same square by a shorter method.

9 marks.

10. Exchange with Paris being at 25 f. 25 c., and with New York at \$4.84 per £1 sterling, what amount should I receive in French currency for \$1,000?

9 marks.

GEOMETRY, &c.—80 Marks.

From 11 to $1\frac{1}{2}$ o'clock.

N.B.—Only five questions to be attempted.

1. Bisect a triangle by a line drawn from a given point in the base and terminating in one of the other sides.

16 marks.

2. Show that the square of the sum of two lines is equal to four times the rectangle under them together with the square of their difference.

16 marks.

3. In a circle two chords, MN and PQ, intersect at right angles; show that the sum of the arcs MP and NQ is equal to the sum of NP and MQ.

16 marks.

4. A point is taken on the base of an isosceles triangle, and from it perpendiculars are drawn to the equal sides; prove that the sum of these is equal to the perpendicular drawn from either extremity of the base to the opposite side.

16 marks.

5. Find the area of the part common to the two circles in the figure of the first proposition of the first book of Euclid, taking the side of the equilateral triangle as ten.

16 marks.

6. From a point on the circumference of a circle two chords are drawn at right angles, the lengths of which are respectively 12 and 16; find the area of the circle.

8 marks.

Appendix I.

Examination
Questions.Male
Teachers.

B. Papers.

7. Prove that the opposite angles of a quadrilateral figure inscribed in a circle are together equal to two right angles. 8 marks.

8. If a right line be bisected and produced to any point, the rectangle under the whole line thus produced, and the produced part, together with the square of half the line, is equal to the square of the line made up of the half so produced part. 8 marks.

9. In any obtuse-angled triangle the square of the side subtending the obtuse angle exceeds the sum of the squares of the sides which contain it by double the rectangle under either of these sides and the external segment between the obtuse angle and the perpendicular drawn from the opposite angle. 8 marks.

10. To a given right line apply a parallelogram which shall be equal to a given triangle, and shall have one of its angles equal to a given angle. 8 marks.

ALGEBRA.—80 Marks.

From 11 to 1½ o'clock.

N.B.—Only five questions to be attempted.

1. Show that $a^2 - b^2$ is divisible by $a - b$ without remainder when a is a positive integer. 16 marks.

2. Find the remainder when $6x^3 - 11x^2 + 8x - 3$ is divided by $2x - 1$ without performing the division. Prove the process employed. 16 marks.

3. Find the value of x from the equation $\frac{9}{1+x+x^2} = 5 - x - x^2$. 16 marks.

4. Find the values of x and y from the equations:—

$$\begin{cases} x^2 + xy = 12 \\ xy - 2y^2 = 1 \end{cases} \quad 16 \text{ marks.}$$

5. The number of soldiers present at a review is such that they could all be formed into a solid square, and also could be formed into four hollow squares, each four deep, and each containing 24 more men in the front rank than when formed into a solid square; find the whole number. 16 marks.

6. Resolve $4(ad+bc)^2 - (a^2 - b^2 - c^2 + d^2)^2$ into four factors. 8 marks.

7. Find the value of x from the equation $(7-4\sqrt{3})x^2 + (2-\sqrt{3})x = 2$. 8 marks.

8. Reduce to its simplest form the expression:—

$$(a+b+c)(a^2+b^2+c^2+abc) - (ab+ac+bc)(a^2+b^2+c^2). \quad 8 \text{ marks.}$$

9. Divide $a^2(b+c) - b^2(a+c) + c^2(a+b) + abc$ by $a-b+c$. 8 marks.

10. A and M run a mile. First, A gives M a start of 44 yards, and beats him by 51 seconds; at the second heat, A gives M a start of 1 minute 15 seconds, and is beaten by 89 yards. Find the time in which A and M can run a mile separately. 8 marks.

ELEMENTARY MECHANICS.—60 Marks.

From 11 to 1½ o'clock.

N.B.—Only five questions to be attempted.

1. A stone is thrown vertically upwards, and after reaching a certain height it returns again to the point of projection. Prove that it took the same time in its ascent as in its descent. 12 marks.

2. A river is a quarter of a mile wide, and the water flows at the rate of 10 yards per minute. A boat starts from a point on one of the banks, and is rowed across the stream at right angles to the current at the rate of 44 yards per minute; where will it land, and how long will it take to cross? 12 marks.

3. A uniform pencil rests on a table with $\frac{5}{8}$ ths of its length projecting beyond the edge. A beetle whose weight is $\frac{1}{3}$ th that of the pencil, crawls along it: how far may it crawl without upsetting the pencil? 12 marks. *Appendix I. Examination Questions. Male Teachers.*

4. A bar, supposed to be without weight, is 5 feet long, and has weights of 1 lb., 2 lbs., 3 lbs., and 4 lbs. suspended at the distances respectively of 1 ft., 2 ft., 3 ft., and 4 ft. from one extremity: where must a fulcrum be placed so that the bar may balance upon it? 12 marks.

5. A body whose true weight is $9\frac{1}{2}$ lbs. appears to weigh 9 lbs. in one scale of a false balance: B. Papers.

(a.) What will it appear to weigh in the other scale?

(b.) What is the ratio of the lengths of the arms?

(c.) How may the true weight of a body be found with this balance? 12 marks.

6. On an inclined plane whose length is 10 feet and height 6 feet, a weight of 112 lbs. is kept in equilibrium by a power acting parallel to the base. Determine the power, and the pressure on the plane. 6 marks.

7. The arms of a false balance are 11 inches and 12 inches respectively, and the shopkeeper always places the weights in the scale attached to the longer arm. Does he gain or lose by so doing when selling his goods, and how much in every cwt. he sells? 6 marks.

8. A weight is suspended by a string from a hook: show that it will remain at rest only when its centre of gravity is vertically below the point of suspension. 6 marks.

9. A man when going up a hill leans forwards, but when coming down leans backwards: why? A horse, when drawing a heavy load up a hill, takes a zigzag course; why? 6 marks.

10. With a single movable pulley the power and the weight are in equilibrium: what is the relation between them? Give the reasons for your answer. 6 marks.

C.—MALES.

C. Papers.

METHODS OF TEACHING, &c.—50 Marks.

From 9 $\frac{1}{2}$ to 11 o'clock.

N.B.—Only five questions to be attempted.

1. What are the principal faults into which monitors are liable to fall when teaching reading lessons to first class pupils? How would you endeavour to correct these faults? 10 marks.

2. When a new pupil is presented for admission to your school, what are the inquiries you are bound to make respecting him, and in which of the school records should you enter the result of these inquiries? Under what circumstances might the making of some of these entries be delayed? 10 marks.

3. What in Dr. Joyce's opinion is the double object to be attained by home lessons, and what precautions does he suggest should be taken before announcing the lessons for any particular day to a class? 10 marks.

4. What are the advantages of transcribing? On what does the utility of this exercise depend, and what means must be taken to secure these advantages? 10 marks.

5. What useful purposes are attained by the formation of an unpaid monitorial class, and what are the best means for maintaining the efficiency of such a class? 10 marks.


6. What is the best mode of teaching simple addition to first class pupils? 5 marks.

7. Explain, with examples, what in school organization is meant by a dratt, and what by a division. 5 marks.

8. What is the proper way to teach the first section of the First Book? 5 marks.

9. What are the duties which a person superintending a desk lesson in arithmetic has to discharge? What caution must be observed when giving assistance to pupils at this lesson? 5 marks.

10. What is the rule of the Commissioners regarding the use, in National Schools, of books not published by themselves? 5 marks.

Appendix I.  The Dictation Exercise is to be taken from the Lesson on the HORSE-CHESTNUT, in Fifth Book—first paragraph, down to “her new honours.” The Dictation Exercise is to be done first.

Examination
Questions.

Male
Teachers.

G. Papers.

DICTATION AND SPELLING BOOK.—40 Marks.

From 11 to 1 o'clock.

N.B.—Only five questions to be attempted.

1. To what guides must we refer in all cases of difficulty of pronunciation? When custom is divided, what should be our guide? 8 marks.
2. Explain, as you would to a class, each of the following words, by reference to its etymology—*grotesque, countenance, loiter, mayor, twist, veneer*. 8 marks.
3. Mention the two classes of exceptions to the fourth rule for spelling, and state the reason for departure from the rule in each case. 8 marks.
4. Distinguish in pronunciation and meaning the pairs of words in the Fourth Class of Verbal Distinctions, spelt as follows—*gallant, august, house*. 8 marks.
5. Explain fully, as you would to a class, that the word *wooden* is an exception to the second rule for spelling. 8 marks.
6. Explain fully each of the following “difficult and irregular” words—*avalanche, adamantean, apocresis, pentateuch, soliloquy, stalactite*. 4 marks.
7. State the various meanings or applications of each of the following words, as given in the Fifth Class of Verbal Distinctions—*stern, talent, sole*. 4 marks.
8. To what class of Verbal Distinctions does each of the following respectively belong—*lock, bridal, mow, rank, errand, place*? 4 marks.
9. What word is liable to be confounded by incorrect speakers with each of the following—*baron, extant, ingenious*? Give the meaning of each word. 4 marks.
10. Write out the seventh rule for spelling. 4 marks.

GRAMMAR—50 Marks.

From 9½ to 11 o'clock.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

1. This fello of four pages, happy work! which not e'en critics criticise; that holds Inquisitive Attention, while I read, fast bound in chains of silence, whilst the fair, though eloquent themselves, yet fear to break; what is it, but a map of busy life, its fluctuations, and its vast concerns?
Parse fully, i.e., syntactically, the words in italics. 10 marks.
2. (a.) Arrange eight of the parts of speech under four distinct heads.
(b.) What does Horne Tooke say of adverbs and conjunctions? 10 marks.
3. (a.) Write out Wallis's rule for the use of *shall* and *will*.
(b.) Supply the blank in each of these sentences—
1. I fetch your hat?
2. If he has not started already, he be late.
3. You regret this conduct.
4. I be twenty-five on New Year's day. 10 marks.
4. (a.) Specify the three cases in which alone the first rule of syntax can be broken.
(b.) What grammatical *concord*s are there besides that which is the subject of Rule I.? 10 marks.
5. Point out such words in the following sentence as exemplify any rules of spelling, and write out the rule which applies to each case:—
“His family received the announcement of his purpose with universal disapprobation, alleging its utter impossibility.” 10 marks.
6. What is meant by the “accidents” of a word? Name the accidents of the noun, the adjective, and the verb. 5 marks.
7. (a.) Specify all the modes in which modern plurals are formed.
(b.) Name three nouns which form their plurals in *en*. 5 marks.

8. (a.) How are participles distinguished from participial nouns in syntactical parsing? *Appendix I.*
 (b.) State the several cases in which participles may be regarded as adjectives. *Examination Questions.*
 9. Write out the second person singular, imperfect tense, potential mood, passive voice of two verbs, from each class of irregular verbs. *Male Teachers.*
 10. What are the chief sources of error in pronunciation? Give an example under each head. *5 marks.* *C. Papers.*

DERIVATIONS.—30 Marks.

From 9½ to 11 o'clock.

N.B.—Only five questions to be attempted.

1. Frame or quote a passage containing a few words of Saxon, Latin, and Greek origin, noting the language to which each word belongs. *6 marks.*
2. What advantages are derived from learning roots, prefixes, and affixes? *6 marks.*
3. Give a list of the principal derived pronouns, and show what they are derived from. *6 marks.*
4. Trace and explain the derivation of the following words:—*artery, ambition, salary, miscreant, sycophant, precocious, mortmain.* *8 marks.*
5. Write down six monosyllabic Latin prefixes, and explain their meaning by examples of their use in Composition. *6 marks.*
6. Give a list, with examples, of affixes forming (1) verbs, and (2) adverbs. *4 marks.*
7. Point out the prefixes in the following, and explain their meaning:—*accede, antidote, sympathy, illegible.* *4 marks.*
8. Write down three *Simple* and three *Derived* Prepositions and Conjunctions. *4 marks.*
9. What is the meaning of the prefix *a* in Saxon, Latin, and Greek respectively? Give examples. *4 marks.*
10. Resolve into their roots, prefixes, and affixes the following words:—*exhibit, conjecture, instrument, epitaph, obsequies, incense.* *4 marks.*

GEOGRAPHY.—50 Marks.

From 3½ to 5 o'clock.

N.B.—Only five questions to be attempted.

1. What is the cause of the sun's being eight days longer north of the equator than south of it? Illustrate your answer by a diagram. *10 marks.*
2. Explain what is meant by range of temperature. Give an example of a very small and also of a very large range, and show that there is no necessary connexion between range of temperature and mean annual temperature. *10 marks.*
3. Name the counties through or by which the Clyde and the Tay respectively flow, and give the chief towns of each. *10 marks.*
4. Name at least ten of the principal islands included in Malaysia. *10 marks.*
5. Draw a map of the county in which your school is situated and the counties which touch it, so as to form one group. Mark the mountains, rivers, lakes, and chief towns in the group thus formed. *10 marks.*
6. How far off should a person on a cliff 600 feet above sea-level be able to see a ship on a clear day? *5 marks.*
7. Name the counties of Wales that border on England. *5 marks.*
8. State the course usually taken by ships going to and returning from Australia, and explain the reason. *5 marks.*
9. Name all the mountains in Ireland that are over 3,000 feet high. *5 marks.*
10. What and where is each of the following:—
 Baffra, Trebizonde, Goree, Galveston, Cambay, Reisen-gebirge, Murray, Kerguelen, Boothia Felix, Bojador *5 marks.*

Appendix I.

Examination
Questions.Male
Teachers.

C. Papers.

LESSON BOOKS—60 Marks.

From 2 to 3½ o'clock.

N.B.—Only five questions to be attempted.

1. Give a description of Sherwood Forest in the time of King Richard I. 12 marks.
2. "When the wind blows the sloth begins to travel."
(a.) Explain why this is so, and (b.) say how are the erroneous histories of this animal accounted for. 12 marks.
3. What is the mistake that is exposed in the fable of the "Stomach and the Limbs"? 12 marks.
4. What answer would he given if asked, "By what characteristic the present age will be marked in future records"? 12 marks.
5. "Perhaps the camels of the Ishmaelite
Trampled and passed it o'er,
When into Egypt, from the patriarch's sight,
His favourite son they bore."
(a.) Passed *what* o'er? (b.) Who is the favourite son here referred to? 12 marks.
6. (a.) What name is given to iron when first extracted from its ore? (b.) How are wrought-iron and steel formed? 6 marks.
7. Specify the purposes to which the wood of the following trees is put:—beech, elm, oak. 6 marks.
8. What remedy is suggested to save the life of a person when bitten by a poisonous serpent? 6 marks.
9. Complete the stanza commencing—
"There is a world above
Where parting is unknown." 6 marks.
10. Give a short account of the milking of goats and sheep in Arabia. 6 marks.

BOOKKEEPING.—50 marks.

From 2 to 3½ o'clock.

N.B.—Only five questions to be attempted.

1. I bought goods from Andrews and Co. on credit and booked the transaction—"Goods Dr. to A. & Co."—In a week afterwards I pay A. & Co. for the goods and am allowed discount. What is my entry? 10 marks.
2. I owe Jas. Thompson £300. I sell him goods worth £500, and he pays me the difference in cash. How should I journalise the transaction? 10 marks.
3. I accepted J. McClinton's draft at 4 months, amount £180. What is his entry in this case? 10 marks.
4. In Bills Receivable Account, what should the balance be, if any? 10 marks.
5. I paid duty on ten chests of tea, and also officers' fees, &c. What entry should I make? 5 marks.
6. I received the amount of a legacy, deducting duty. How should I dispose of this transaction in my journal? 5 marks.
7. I pay money to James Smyth for the use of John Torpey. What entry should I make here? 5 marks.
8. Wm. Ormsby owed, and paid me £25. Through mistake I make "Cash Dr. to Ormsby for £24 only." How shall I correct the mistake? 5 marks.
9. John Flynn is dead. What he owes me is lost. What is the entry? 5 marks.

AGRICULTURE.—50 Marks.

From 5 to 6 o'clock.

N.B.—Only five questions to be attempted.

1. Describe how you would crop a two-acre farm so as to maintain a cow on it all the year round. 10 marks.
2. On a light, sandy soil, what artificial manure would you use for a potato crop along with farmyard manure, in case your supply of the latter were insufficient? Give the reasons for your answer. 10 marks.
3. What mixture of clover and grass-seeds would you use for the grass crop in the four-course rotation? Name the kinds, and give the quantities for a statute acre. 10 marks.
4. In a four-course rotation where would you take a "stolen" crop of vetches, and in what month would you sow them? 10 marks.
5. Draw a sketch of a cottage garden, and state the course of cropping you would follow in it, with the order of the succession of the crops, and the month for sowing or planting each. 10 marks.
6. Describe the modes of preserving and applying liquid manure. 5 marks.
7. In what form would you apply lime as a manure to a light, sandy soil? 5 marks.
8. Why is the combustible part of a soil called "organic"? 5 marks.
9. Describe the mode of housefeeding cattle in summer, and state its advantages. 5 marks.
10. How may salt, intended for butter, be freed from its impurities? 5 marks.

ARITHMETIC.—80 marks.

From 3½ to 6 o'clock.

N.B.—Only five questions to be attempted.

1. State the method of addition by commencing at the left; and show that it may be used with advantage when the calculator is liable to interruption. 16 marks.
2. Give your reasons for using or not using the expressions "multiply money by money" and "divide money by money." Illustrate by the examples—
 $£8\ 12s.\ 6d. \times £1\ 14s.\ 6d.$ and $£8\ 12s.\ 6d. \div £1\ 14s.\ 6d.$ 16 marks.
3. Find the products, the easiest way, of
 98765×275
 98765×35
 98765×9
 and explain the process. 16 marks.
4. Find, by short methods, the price of 9876 articles at 2d., at 17s. 4d., at 5s. 7½d. and at 48 15s. 16 marks.
5. (a.) Reduce $\frac{3}{4}$ of $\frac{5}{6}$ of $3\frac{1}{2}$ to a simple fraction;
 (b.) Find the equivalent of $\cdot 3 \times £9$. 16 marks.
6. (a.) Name the rule of arithmetic which is "the method of finding one of the factors of a given product when the other factor is given";
 (b.) Define the technical terms "factor," "product," "numerator," "denominator," "ratio." 8 marks.
7. Explain why, in arranging the three terms of a proportion, the term which is of the same kind with the answer should not be put in the second place. Also state how the solution of the question would be affected by putting that term in the second place. 8 marks.
8. Show how these sums ought to be added:—

£	s.	d.	Miles	Fur.	Per.	Yd.
517	13	4	305	7	25	6
27	6	8	126	4	15	4
126	15	7	25	4	10	1
6	14	5	12	0	4	3

8 marks.

K

Appendix I.

Exami-
nation
Questions.
Male
Teachers.
C. Papers.

Appendix I.
Examination
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9. In what two ways may a vulgar fraction be multiplied, and in what two ways may it be divided by any number; and which way should be adopted whenever possible? 8 marks.
10. If 7 per cent. be gained by selling cloth at £1 1s. per yard, how much per cent. would be gained by selling it at £1 2s. 9d.? 8 marks.

GEOMETRY AND MENSURATION—50 Marks.

From 11 to 1½ o'clock.

N.B.—Only five questions to be attempted.

- Find the point in a triangle which is equally distant from the three sides. 10 marks.
- The right lines which bisect the angles at the base of an isosceles triangle meet the equal sides in the points P and Q; show that the line P Q is parallel to the base. 10 marks.
- If two right-angled triangles have the hypotenuse and a side of the one equal to the hypotenuse and a side of the other, the triangles are equal in all respects. 10 marks.
- The three sides of a triangle are 13, 14, and 15; find the length of the line drawn from the vertex to the middle point of the longest side considered as the base. 10 marks.
- The chord of the arc is 16, and the chord of half the arc is 10; find the area of the sector. 10 marks.
- The lengths of the four sides of a quadrilateral field are respectively 45, 40, 28, and 21 perches; the last two sides (28 and 21) are at right angles; find the area in acres, &c. 5 marks.
- If a right line be divided into any two segments, the sum of the squares of the whole line and one of these segments is equal to double the rectangle under the whole line and that segment together with the square of the other segment. 5 marks.
- Construct a square equal to a given rectilineal figure in area. 5 marks.
- Any two sides of a triangle are together greater than the third side; give two distinct proofs. 5 marks.
- Show that parallelograms upon equal bases and between the same parallels are equal in area. 5 marks.

ALGEBRA.—50 Marks.

From 11 to 1½ o'clock.

N.B.—Only five questions to be attempted.

- Find x from the equation—

$$\frac{1}{x+1} + \frac{7}{x+5} = \frac{5}{x+3} + \frac{3}{x+7}$$
 10 marks.
- Prove that—

$$(a+b+c)^2 = a^2 + b^2 + c^2 + 2(a+b)(a+c)(b+c).$$
 10 marks.
- A man buys a certain number of apples for 5s.; had each apple cost him 1d. more he could only have bought three-fourths of the number for the same money. How many apples did he purchase? 10 marks.
- Find x and y from the equations—

$$\left. \begin{aligned} \frac{x}{4} - \frac{y}{7} &= 2. \\ \frac{11x+5y}{3} + 5y &= 1. \end{aligned} \right\}$$
 10 marks.
- A number consists of two digits, which, if its digits be reversed, becomes less by 9 than its half; find the number. 10 marks.
- Divide—

$$x^3 + y^3 + z^3 - 3xyz \text{ by } x + y + z,$$
 6 marks.

7. Show that $(-a) \times (-b) = +ab$, $a^0 = 1$, and that $a^m \times a^n = a^{m+n}$ where m and n are positive integers. 6 marks. *Appendix I. Examination Questions.*
8. If $a = 1$, $b = \frac{2}{3}$, $x = 7$, and $y = 8$, find the value of—

$$b(a-b) \sqrt[3]{(a+x)y^3} - b \sqrt{(a+x)y} + a.$$
 6 marks. *Male Teachers.*
9. Simplify the expression—

$$1 - \frac{1}{2} \left\{ 1 + (1-x) \right\}$$
 by removing the brackets. 6 marks. *C. Papers.*
10. Divide $x^6 - 2x^3 + 1$ by $(x-1)^3$. 6 marks.

A.—FEMALES.

METHODS OF TEACHING, &c.—40 Marks.

From 9½ to 11½ o'clock.

Female Teachers.

A. Papers.

N.B.—Only 5 questions to be attempted.

- How may Home Lessons be connected with school business as regards (a) Geography, (b) Arithmetic, (c) Reading, (d) Memory? 8 marks.
- Trace briefly the history of the monitorial system as connected with National Education in Ireland. 8 marks.
- Give Mr. Robinson's views as to what a school grammar should contain and state the arguments he advances in support of these views. 8 marks.
- Write out six of the sentences difficult to be parsed given in the Hand-book, and point out the difficulties which require special explanation in any three of the sentences you quote. 8 marks.
- What are the principal points of difference between the bipartite and the tripartite systems of school organization? What corresponding changes in the teaching staff and school arrangements does a change from the former to the latter system involve? 8 marks.
- What are the difficulties which beginners experience in the Art of Composition, and how may they be taught to overcome these difficulties? 5 marks.
- What is the plan recommended in the Manual of Method for teaching the Rules of Syntax? What caution is given as regards the quoting of these Rules by pupils when parsing? 5 marks.
- With what class should the teaching of geography commence, and what is the plan recommended by Dr. Joyce for introducing the subject to this class? 5 marks.
- To what classes should mental Arithmetic be taught, and what species of exercises in this subject would you consider suitable for Sixth Class? 5 marks.
- What are the means recommended by Mr. Robinson for keeping up the attention of a class during a Reading lesson? 5 marks.

GRAMMAR.—50 Marks.

From 11½ to 1 o'clock.

N.B.—Only 5 of these questions, of which the parsing exercise must be one, are to be attempted.

- How small of all that human hearts endure,
 That part which laws or kings can cause or cure!
 Still to ourselves in every place consigned,
 Our own felicity we make or find;
 With secret course, which no loud storms annoy,
 Glides the smooth current of domestic joy.
 (a.) Parse fully the words in italics.
 (b.) Set forth clearly (1.) the logical propositions, and (2.) the adjective clauses, included in these lines, 10 marks.

K 2

- Appendix I.* 2. (a.) Account for the terms *oblique* and *declension* as applied to cases, and
Examination (b.) give examples of the replacement of *case-endings* by separate word. 10 marks.
Questions. 3. (a.) To what other parts of speech are *articles* sometimes referred, and to
 what extent is such classification allowable?
Female (b.) What reasons have been given for classing 'no' and 'every' as
Teachers. *articles*? 10 marks.
A. Papers. 4. Specify the technical terms applied to the following faults in style, and
 give an example under each head:—
 (a.) Using words that are not English.
 (b.) Combining words in forms that are not English.
 (c.) Using words in a wrong sense. 10 marks.
 5. Name the successive stages through which the language of England is regarded as having passed since the Norman Conquest, specifying the period of each gradation, and the names of some writers in each period. 10 marks.
 6. Correct the following sentences, giving your reasons in each instance:
 (a.) This was one of the best laws that has ever been passed.
 (b.) That is either a man or a woman's voice.
 (c.) He thinks that he will soon return. 5 marks.
 7. (a.) Under what circumstances does ellipsis of the relative pronoun occur?
 (b.) What is the case of the omitted relative? 5 marks.
 8. Exemplify, in the second person singular (using the verb "write") the six forms of tense employed to mark distinctions of past time. 5 marks.
 9. State the exceptions to the rule: "Adjectives should not be used as adverbs." 5 marks.
 10. Explain the different senses conveyed by the assertions (a) "*It tastes good*," and (b) "*It tastes well*." 5 marks.

DERIVATIONS—30 Marks.

From 1½ to 3 o'clock.

N.B.—Only five questions to be attempted.

- How does Archbishop Trench illustrate the assertion that there exists a moral element in words? 6 marks.
- Write out a list of Saxon derivatives formed by affixes (1) signifying agent, (2) forming diminutives, (3) denoting abstract ideas, (4) denoting instrument. 6 marks.
- Exemplify derivation by means of changing the sound (1) of a vowel, and (2) of a consonant. 6 marks.
- Give three derivatives from each of the following languages, and state the general nature of the English words derived from each language respectively:—Arabic, Greek, Italian, Spanish. 6 marks.
- Some derivative words are formed by the interchange of equivalent or kindred letters; separate the consonants of the alphabet into groups of kindred letters, marking every group by the name indicating the relationship. 6 marks.
- Describe how English verbs which come under the title of primary derivatives are formed. 4 marks.
- Derive, and explain the signification of six of the leading prepositions and conjunctions. 4 marks.
- Specify words radically the same which have double forms in their derivatives. 4 marks.
- Give examples of (1) nouns derived from other nouns by the affixes—*ism, eer, age*; and (2) adjectives derived from nouns by the affixes—*ly, ous, ful*. 4 marks.
- Derive and explain the following words, stating in each case the language to which the root belongs:—*deploy, bankrupt, metamorphoses, exquisite, ephemeral, amorce*. 4 marks.

GEOGRAPHY—50 Marks.

(From 3 to 4½ o'clock.)

N.B.—Only five questions to be attempted.

1. Compare the currents of the North Atlantic with those of the Indian Ocean, showing all the points of resemblance between them. 10 marks.
2. Write out the Second and Third Laws of Climate, explain the principles on which they are founded, and give examples in illustration of your answer. 10 marks.
3. Name two planets which have phases like the moon; and state the two conclusions respecting them which are drawn from their having such phases. Explain why we cannot see them when at the full. 10 marks.
4. Write out, in tabular form, the divisions of the Kingdom of Italy, with their chief towns. 10 marks.
5. Draw a Map of the Mediterranean Sea, marking the countries on its shores, the rivers that fall into it, and the islands it contains. 10 marks.
6. State all you know respecting the *Asteroids*. 6 marks.
7. Name the thirteen original States of the American Union. 6 marks.
8. Give the divisions of Palestine under the Romans; and mention the chief places in each division. 6 marks.
9. Name and describe the characteristic plants and animals of Australia. 6 marks.
10. State the additions made to the British Empire during the last ten years. 6 marks.

LESSON BOOKS—60 Marks.

From 4½ to 6 o'clock.

N.B.—Only five questions to be attempted.

1. (a.) What are the three species, according to Dryden, into which History is divided?
(b.) Take up and discuss any one of them. 12 marks.
2. Give, as fully as you can, Campbell's opinion of the Writings of any one of the following Poets:—Spencer, Milton, Pope, or Goldsmith. 12 marks.
3. (a.) What are the two great ornaments of virtue?
(b.) Show that each is requisite in a virtuous mind. 12 marks.
4. Specify fully what results would follow if the National Debt were abolished by law. 12 marks.
5. What do you understand by *Good Manners*? Show that politeness is not a mere outside polish. 12 marks.
6. (a.) Write out a short explanation of the following lines.
(b.) Name the river here referred to.
"Nor with a sudden and impetuous wave,
Like profuse Kings, resumes the wealth he gave." 6 marks.
7. (a.) What does Dr. Johnston mean when he says Shakspeare has no *heroes*, and that (b) his plays are not *tragedies* nor *comedies*? 6 marks.
8. Give a short summary of the final instructions given to the Israelites by Moses immediately before his death. 6 marks.
9. (a.) Give a description of the rath *Cuthair Crofina* (Rath Righ) on the Hill of Tara.
(b.) What are Dr. Petrie's views regarding *The Stone of Destiny*? 6 marks.
10. Give, as fully as you can, Dr. Newman's description of a flight of locusts, and their destructive descent upon the fields and gardens of the East. 6 marks.

Appendix 2.

Exami-
nation
Questions.Female
Teachers.

A. Papers.

Appendix I.

Examination
Questions.Female
Teachers.

A. Papers.

BOOKKEEPING—30 Marks.

From 11½ to 1 o'clock.

N.B.—Only five questions to be attempted.

1. Journalize the following:—sold Hughes & Co. 100 tons of wheat, now on the way from Odessa, and deliverable seven days after arrival. 6 marks.
2. When the invoice of the above cargo reached me, from Martyn & Co. of Odessa, what entry should I have made in my journal? 6 marks.
3. Paid £80, amount of their account to Green & Co. by James Todd's acceptance, which amounted to . . . £50
and by Cash, 30—
£80

- What is the entry of Green & Co.? 6 marks.
4. Remitted Hynes & Co. on account of sugar, my note payable in Dublin in 31 days. Give my journal entry. 6 marks.
 5. What is the use of the balance account in the ledger? 6 marks.
 6. Paid my acceptance to Pollock & Co. due this day: what is my entry in this case? 4 marks.
 7. Paid McFarland & Co. for alterations in warehouse, stores, &c. Give the journal entry. 4 marks.
 8. Bought a horse and received for my bargain £30. How should I enter this transaction in my journal? 4 marks.
 9. The debit side of James Thompson's account in my ledger exceeds the credit side by £50. What does this difference show? 4 marks.

HISTORY.—30 Marks.

From 1½ to 3 o'clock.

1. What claim had George I. to the English crown? 6 marks.
2. Trace the relationship between Queen Elizabeth and Mary Queen of Scots. 6 marks.
3. What circumstances led to the revolt of the British American colonies? What European nations aided the Americans? 6 marks.
4. What forms of government prevailed in Rome from its foundation to its overthrow? Give the dates of the changes from one form to another; and name a distinguished ruler of each class. 6 marks.
5. State what you know regarding any one of the following:—*Epaninondas; Battle of Navarino; Philip of Macedon.* 6 marks.

COMPOSITION.—40 marks.

From 3 to 4 o'clock.

N.B.—Only one of the following subjects to be selected.

1. Uses of Trees to man, with special description of any one well known tree.
2. He that goes a borrowing, goes a sorrowing.
3. Sketch of life and principal works of Swift, or Goldsmith, or Dryden.

ARITHMETIC—90 Marks.

From 9½ to 11½ o'clock.

N.B.—Only five questions to be attempted.

1. (a.) Explain the method of multiplying in which the only parts of the multiplication table that are employed are those for 2, 3, and 4; and state the advantages of this method.
- (b.) Explain the principle of the rule for dividing by a number expressed by any number of 9's. 18 marks.

2. Show how the first three figures of the decimal of £1 may be readily found by mental arithmetic. Take 19s. 7½d. as an example, and account for each step in the process. 18 marks. *Appendix I. Examination Questions.*

3. Computing interest at 4 per cent. per annum on the following account current, balance the account, and close it. 18 marks.

£ s. d.			£ s. d.			
Jan. 1.	To Balance by 'A' furnished,	150	10	6	Feb. 2.	By Goods, . . .
June 7.	" Goods Supplied, . . .	207	8	4	July 10.	" . . .
Oct. 9.	" . . .	55	7	6	Nov. 11.	" . . .

Female Teachers. A. Papers.

4. Solve the following question by decimals:—

If the eightpenny loaf weighs 7·28 lbs. when wheat sells at 12s. 6d. per cwt. of 112 lbs., what weight of bread ought to be purchased for £1 0s. 0½d., when wheat sells at £1 2s. 9d. per 280 lbs.? 16 marks.

5. Is the computation of prices by means of the rules of Practice there are two modes of procedure, according as the quantity of the commodity is of one denomination, or of more than one. State the varieties of the second mode, and give the several rules under it for calculating the price of commodities sold by weight. 18 marks.

6. Find, by mental arithmetic, how often a wheel 10½ feet in circumference will revolve in going 14 statute miles, and explain the process. 9 marks.

7. Find the interest of £91 for 7 months, at 6 per cent. per annum, by a rule of mental arithmetic; and explain the reason of the rule. 9 marks.

8. A certain salary is paid *monthly*; but in March, June, September, and December income tax, at 5d. in the pound, for the quarter then ending is previously deducted. The net amount paid in March being £37 10s., what is the gross annual salary? 9 marks.

9. Find, by rules of mental arithmetic, the price of 5321 articles at 17s. 4d., and at 14s. 8d. 9 marks.

10. If, by selling cloth at 8s. 1d. a yard, 3 per cent. is lost, how must it be sold to gain 5 per cent.? 9 marks.

B.—FEMALES.

B. Papers

METHODS OF TEACHING, &c.—40 marks.

From 9½ to 11½ o'clock.

N.B.—Only 5 questions to be attempted.

1. Explain and illustrate the injurious effects produced by too high a classification of pupils in a school. 8 marks.

2. Explain, with examples, what is meant by 'Incidental Teaching.' Which of the 'Practical Rules' is violated by such teaching? 8 marks.

3. What are the qualities which every good time table should possess? What are the circumstances which modify the construction of such a time table in particular cases? 8 marks.

4. What four kinds of home lessons to be prepared on paper are mentioned in the Hand-book as deserving particular attention? Give a clear account of how any one of these should be dealt with. 8 marks.

5. What subjects of the school programme can be best taught by the synthetic method? Give the reasons for your answer. 8 marks.

6. In what order does Mr. Robinson recommend that the parts of speech should be taught to beginners in grammar? 4 marks.

7. In what does true simplicity of grammatical definition consist? Why should the form of such definitions when once adopted not be changed? 4 marks.

8. What pupils may, and what should not, be assisted by the teacher when giving oral answers? Explain the bad effect of giving assistance improperly in such cases. 4 marks.

9. What is Dr. Joyce's plan for giving pupils a knowledge of the roots of the principal words occurring in their reading lessons? 4 marks.

10. Give three specimens of exercises suitable for First Class pupils when engaged at arithmetic in desks. 4 marks.

Appendix I.

Examination Questions.

Female Teachers.

B. Papers.

GRAMMAR.—50 marks.

From 11½ to 1 o'clock.

N.B.—Only 5 questions, of which the parsing exercise must be one, are to be attempted.

1. And first with nicest skill and art
Perfect and finished in every part
A little model the master wrought
Which should be to the larger plan
What the child is to the man
Its counterpart in miniature

Write this out, with correct punctuation, and parse fully the words in italics. 10 marks.

2. Correct the following sentences, giving your reasons:—

- (a.) He has ate and drank too much; let him lay as he has fallen.
(b.) Is our language less elegant than those of Germany or Holland?
(c.) These kind of knaves I know, who in their plainness harbour more craft and more corrupter ends. 10 marks.

3. Write out in full Dr. Sullivan's observations regarding the pronouns
- few*
- ,
- several*
- ,
- one*
- ,
- another*
- ,
- none*
- . 10 marks.

4. (a.) What proportion do the regular verbs in English bear to the irregular?

- (b.) Name at least four verbs whose irregular parts are either obsolete or becoming so. 10 marks.

5. (a.) Give the unemphatic and emphatic forms of the first future tense suggested in Dr. Sullivan's Grammar, and

- (b.) State clearly how we can always avoid gross errors in the use of
- shall*
- and
- will*
- . 10 marks.

6. Write out a rule of syntax that relates to concord between verbs. 5 marks.

7. Write a sentence in which the word
- but*
- shall occur three times, (1) as an adverb, (2) as a conjunction, and (3) as a preposition. 5 marks.

8. State and explain the exceptions to the rule regarding the Number of (a)
- proper*
- and (b)
- material*
- nouns. 5 marks.

9. Give two synonyms for each of these words:
- fiction*
- ,
- hasten*
- ,
- praiseworthy*
- . 5 marks.

10. Name three nouns that are converted into adjectives by shifting the accent. Mark the accent for the nouns and adjectives. 5 marks.

DERIVATIONS.—30 marks.

From 1½ to 3 o'clock.

N.B.—Only 5 questions to be attempted.

1. Name the different sources, with examples of each, which have contributed to the English language. 6 marks.

2. Write out six words of French and six of Latin origin, and state to what subjects the words derived from each of these languages most commonly refer. 6 marks.

3. Trace to their roots the following words, and name the language to which each belongs:—
- extricate*
- ,
- secure*
- ,
- sampler*
- ,
- contrite*
- ,
- surface*
- ,
- ecstasy*
- ,
- critical*
- ,
- feud*
- ,
- atom*
- ,
- appeal*
- . 6 marks.

4. Give examples under three distinct heads to show that a knowledge of etymology is a safe guide in cases of doubtful orthography. 6 marks.

5. Classify, according to the language to which they belong the following affixes and prefixes, and give the meaning of each, exhibiting them in combination:—
- apo*
- ,
- auto*
- ,
- pro*
- ,
- en*
- ,
- ile*
- ,
- tude*
- . 6 marks.

6. Point out the derivation of the following:—
- Polynesia*
- ,
- Constantinople*
- ,
- Naples*
- ,
- Pennsylvania*
- ,
- Swiss*
- . 4 marks.

- | | | |
|---|----------|------------------------|
| 7. Name, with examples, the various ways in which nouns are derived from verbs. | 4 marks. | Appendix 1 |
| 8. Explain how English nouns which come under the title of primary derivatives are formed. | 4 marks. | Examination Questions. |
| 9. Derive and explain the following words:— <i>saturnine, left, wild, conscience, diligence</i> | 4 marks. | Female Teachers. |
| 10. Explain the "y" in the old words 'yclept,' 'yclad.' | 4 marks. | B. Papers. |

GEOGRAPHY.—50 marks.

From 3 to 4½ o'clock.

N.B.—Only 5 questions to be attempted.

1. Explain the cause of twilight, and state how long it continues after sunset. During what period of the year have we no total darkness in this country? 10 marks.
2. State the position of the three great "Sargasso" seas, and explain how they have been formed. 10 marks.
3. What is the "Continental basin of the Andes plateau?" 10 marks.
4. Mention the five groups into which the islands of Scotland are divided. Indicate their position, and name some of the principal islands in each. 10 marks.
5. Draw a map that shall include the six northern counties of England. Mark the principal mountains, rivers, and inlets of the sea; also the chief town in each county. 10 marks.
6. Explain how the phases of the moon are produced. 5 marks.
7. Name five navigable rivers in Ireland; and say how far each is navigable. 5 marks.
8. What is likely to form the cargo of a ship bound to England from the following countries respectively:—Australia, Canada, Ceylon. 5 marks.
9. Account for the land and sea breezes common in warm climates. 5 marks.
10. Write out, in tabular form, the provinces of Belgium, with their chief towns. 5 marks.

LESSON BOOKS—60 marks.

From 4½ to 6 o'clock.

N.B.—Only five questions to be attempted.

1. How does Whewel show that the mode in which the various properties of the atmosphere are bestowed and combined, is a proof of a *benevolent and intelligent Being*? 12 marks.
2. In the case of life insurance the risks connected with the duration of human life may be divided into three classes. Describe each of these classes. 12 marks.
3. (a.) In selecting flower plants, what is the best general rule to adopt? (b) What is understood by *pure colours*? 12 marks.
4. (a.) Why is gold when made into coin mixed with alloy? (b) of what does the alloy consist? and (c) in what proportion is it mixed with the gold? 12 marks.
5. "It is not alone in civilized society that fashion exercises her tyranny." Give what instances you can in support of this statement. 12 marks.
6. "While the standard of battle triumphantly furled,
She smiles like a victor serene on the world."
(a.) From what poem are these lines taken? (b) Who is "it" that smiles like a victor? 6 marks.
7. Explain the meaning of the following terms:—*Felling, Breaching, Balcon, the Philosopher's Stone.* 6 marks.

Appendix A.

Examination Questions.

Private Teachers.

B. Papers.

8. How is it shown that the ancient Egyptians were acquainted with glass? 6 marks.

9. Mention some of the advantages of Physical Knowledge referred to in the writings of Sir J. Herschel, taking as examples *smelting of iron, the diving-bell, bleaching of linen.* 6 marks.

10. Mention the uses to which the leaves, leaf-stalk, trunk, and seed or stones of the date tree are put. 6 marks.

COMPOSITION—40 marks.

From 1½ to 3 o'clock.

For candidates for Model School Assistantships only.

As an exercise in composition, write, in your own words, a brief sketch of the history of Moses.

HISTORY—30 Marks.

From 3 to 4 o'clock.

For candidates for Model School Assistantships only.

1. Mention any important event which occurred during the reign of Duncan, king of Scotland: when and how did he die? 6 marks.

2. Of what countries was the Emperor Charles V. ruler? When did he live? 6 marks.

3. Who was the "Semiramis of the North"? Mention any event of her reign. 6 marks.

4. Who was king of Ireland, and who was king of England in 1172: what event occurred in that year? 8 marks.

5. State, briefly, the chief events which occurred during the period known as the "Hundred days." 6 marks.

ARITHMETIC—90 marks.

From 9½ to 11½ o'clock.

N.B.—Only five questions to be attempted.

1. Quote the rule for proving multiplication by rejecting the number 9, and illustrate by an example. 18 marks.

2. A depositor in the Post Office Savings Bank receives "interest at the rate of 2½ per cent., per annum on each complete pound for each month, reckoning from the first day of the calendar month next following the day on which a complete pound has been deposited, up to the last day of the calendar month preceding the day on which the money is withdrawn." The interest is added to his account at the end of the year, or when he is withdrawing the deposit.

Make up the following account the shortest way:—

1879, Jan. 1, brought forward from 1878,	£28 18 4	
Feb. 10, deposited	- - 3 2 6	
April 1, " - - -	5 10 0	
July 15, " - - -	2 2 0	
Oct. 31, " - - -	- - -	
Nov. 12, " - - -	3 4 8	Withdrawn £10 0 0
Dec. 2, " - - -	4 0 0	
" 31 interest for 1879,	-	
		Balance
		18 marks.

3. The standard inch is $\frac{100000}{3111593}$ of the length of a certain pendulum. If it were changed and made $\frac{1}{10}$ of the length of that pendulum, how many of the new cubic inches would there be in an imperial gallon, and what would be the weight, avoirdupois, of such a cubic inch of distilled water? Appendix I.
Examination
Questions.

(It is implied that the atmospheric and other conditions are normal.)

4. (a.) If the rent of 37 acres, 2 roods, and 20 perches be £56 $\frac{7}{8}$, what is the rent of 2 $\frac{1}{2}$ acres? 18 marks. Female Teachers.

(b.) To the sum, difference, and product of $\frac{2}{3}$ and $\frac{3}{4}$ find a fourth proportional. B. Papers.

5. How many dollars, at 4s. 2d. each, and francs, at 25 for £1, will pay a bill of £110, the combined number of both kinds of coins being 1740? 18 marks.

6. Reduce the decimal 73037 to a vulgar fraction, and state the rule and explain the reason of it. 9 marks.

7. Give short methods for finding the price of 24 articles, of 112, and of 120, at, say, 7 $\frac{1}{2}$ d. each; and explain the principle of the rule in each case. 9 marks.

8. The expense of carpeting a room twice as long as it was broad, with 21 inch carpet, costing 5s. 10d. a yard in length was £12 5s.; the wall paper, 28 inches wide, and costing 15s. per dozen yards, came to £7 17s. 6d. Find the height of the room. 9 marks.

9. Find by the shortest method the product of 987654 and 49729. 9 marks.

10. Find the quotient of 9876543 by 989 without resorting to subtraction. 9 marks.

C.—FEMALES.

C. Papers.

METHODS OF TEACHING, &c.—50 Marks.

From 9 $\frac{1}{2}$ to 11 $\frac{1}{2}$ o'clock.

N.B.—Only five questions to be attempted.

1. Why are children so liable to fall into habits of "guessing" at Grammar lessons? What are the proper means for correcting this fault? 10 marks.

2. (a.) Give Dr. Joyce's plan for teaching Long Division.

(b.) Form test questions in Multiplication and in Short Division. 10 marks.

3. What are the tests you would apply to a draft in First Class, if you wished to ascertain were the pupils composing it fit for a new lesson? 10 marks.

4. What three important results does Dr. Joyce state can be attained by judicious questioning on the subject-matter of the Reading lessons? What directions does he give for the preparation of questions on this branch? 10 marks.

5. To what class should the "Outlines and leading features of the Map of the World" be first taught? What, in Dr. Joyce's opinion, do these outlines and features comprise? 10 marks.


6. What are the injurious effects of excessive slowness in putting oral questions to a class? From what causes may this defect arise? 5 marks.

7. For what lessons may drafts be combined, and for what should they be kept separate? Give the reasons for your answer. 5 marks.

8. What is the Rule of the Commissioners as regards the time for giving Religious Instruction in a National school? 5 marks.

9. In the case of a pupil admitted to your school, who had been previously at a National school, what special inquiries are you bound to make regarding that pupil, and where do you enter the result of your inquiries? What steps must you take, if necessary, to insure accuracy? 5 marks.

10. What are the two causes assigned by Dr. Joyce for the low proficiency in Dictation in many schools? 5 marks.

Appendix I.  The Dictation Exercise is to be taken from the Lesson on the WHALE in Fifth Book—first paragraph down to “can be heard at some distance.” The Dictation Exercise is to be done first.

Examination Questions.

Female Teachers.

C. Papers.

DICTATION AND SPELLING BOOK.—40 marks.

From 11½ to 1 o'clock.

N.B.—Only five questions to be attempted.

1. Explain, as you would to a class, each of the following words by reference to its etymology:—*fetter, gosling, heed, neighbour, aloof, pucker*. 8 marks.
2. “For an obvious reason *y* retains its form when followed by the terminations *ing, ish, and ist*.” Give an example of each, and state the “obvious reason.” 8 marks.
3. What are the exceptions to the fifth rule for spelling? 8 marks.
4. To what class of verbal distinction does each of the following respectively belong:—*taper, bale, bill, wind, boy, soar*? 8 marks.
5. What words are pronounced “nearly alike” to each of the following:—*profit, more, lessen, manner*? Give the meaning of each word. 8 marks.
6. What words are liable to be confounded by incorrect speakers with the following:—*defer, elude, fisher*? Give the meaning of each word. 4 marks.
7. Explain each of the following “difficult and irregular” words:—*philanthropic, synopsis, herculean, souvenir, ubiquity, miniature*. 4 marks.
8. What are the exceptions to the second rule for spelling? 4 marks.
9. Give examples of Irish vulgarism in the pronunciation of each of the following diphthongal sounds:—*ea, ei, ey, oo, ou*. 4 marks.
10. Write out the eighth rule for spelling. 4 marks.

GRAMMAR.—50 Marks.

From 11½ to 1 o'clock.

N.B.—Only five questions, of which the Parsing Exercise must be one, are to be attempted.

1.

Triumphal arch that fillest the sky,
When storms prepare to part;
I ask not proud philosophy
To teach me what thou art.

Parse fully, syntactically, the words in italics. 10 marks.
2. Write out in two columns the possessive pronouns, and the possessive cases of the personal pronouns, and explain clearly their distinct use. 10 marks.
3. (a.) Name all the nouns, ending in *o*, preceded by a consonant, that form their plurals, without adding a vowel. 10 marks.
- (b.) Give the plurals of *Bandit, Stamen, Basis, Monsieur, Dilettante*.
4. (a.) Write out the pluperfect tense, potential mood, passive voice, of the verb *beseech*, in the several persons singular and plural. 10 marks.
- (b.) To which class of irregular verbs does *beseech* belong? 10 marks.
5. Write out the 20th rule of Syntax, and also Cobbett's advice quoted in the note to that rule. 10 marks.
6. Name at least four words that are used both as adjectives and as adverbs. 6 marks.

7. What parts of the verb are inflected according to the number and person of the subject. 5 marks. *Appendix I.*
8. Give examples of vulgarisms, showing mispronunciation of four different vowel sounds. 5 marks. *Examination Questions.*
9. Write out the rules of Spelling applicable to the words *agreement, winning, panic.* 5 marks. *Female Teachers.*
10. Correct the following sentences, giving your reasons in each case:—
- (a.) Nothing but vain pursuits delight some people.
- (b.) 'The Liffey has overflown its banks.
- (c.) I believe it was neither her or her sister. 5 marks. *C. Papers.*

DERIVATIONS.—30 Marks.

From 1½ to 3 o'clock.

N.B.—Only five questions to be attempted.

1. Describe the composite character of the English language. 6 marks.
2. Show the force of the following affixes and prefixes in combination, and say to which language each belongs—*se, para, mis, dom, fy, retro.* 6 marks.
3. Write down, with examples, the principal affixes to nouns, adjectives, verbs, and adverbs. 6 marks.
4. Refer the following words to their respective roots, and name the language to which each belongs—*ensign, management, shire, polemical, neighbour, trivial, stereoscope.* 6 marks.
5. Give four examples of nouns formed by contraction from the Perfect Participles of Verbs. 6 marks.
6. Make out a list of words derived from the following roots, and give the exact meaning of each—*velo, mare, baros, fari, ex, nous.* 3 marks.
7. What is the origin of words whose plurals end in *n*, or are formed by changing the root vowel of the singular? 3 marks.
8. Trace etymologically the meaning of the following words—*pound, stoic, person, cambric, dimity.* 3 marks.
9. Explain the terms *Primary Derivative* and *Secondary Derivative*. Give examples. 3 marks.
10. Give, with examples, six Celtic geographical etymologies. 3 marks.

GEOGRAPHY—50 Marks.

From 3 to 4½ o'clock.

N.B.—Only five questions to be attempted.

1. State fully how it is proved that the earth revolves round the sun. Give the exact period of its revolution. 10 marks.
2. Name the two continents most remarkable for the extent and elevation of their table lands; and give a short description of the principal table land in each. 10 marks.
3. Name, in order, the maritime counties of England between the Tyne and the Thames, and mention one inland county touching each. Also name the rivers entering the sea between the same points, with the principal town on each. 10 marks.
4. Name the islands included under the head of *Greater Antilles*; give their chief towns, and state to whom each belongs. 10 marks.
5. Draw a map of the province in which your school is situated, showing the counties, rivers, mountains, and chief towns, with the inlets of the sea, and islands off the coast. 10 marks.

Appendix I.

Examination

Questions.

Female

Teachers.

O. Paper.

6. What is the effect of *refraction* on the apparent position of the heavenly bodies? Where is it greatest, and why? 5 marks.
7. Name *five* towns in Ireland that extend into two counties; state the counties, and the river on which the town is built, in each case. 5 marks.
8. What is the hour at New Orleans, 90° W., when it is 2 p.m. at St. Peter's-burgh, 30° E.? 5 marks.
9. State the sub-divisions of Nigritia, and give the limits of each. 5 marks.
10. What and where is each of the following:—Amboyna, Corrientes, Languedoc, Jungfrau, Bareilly, Le Maire, Torceira, Patras, Tiflis. 5 marks.

LESSON BOOKS—60 Marks.

From 4½ to 6 o'clock.

N.B.—Only five questions to be attempted.

1. Give a short account of the construction of the Round Towers of Ireland, with special reference to the number and form of the windows. 12 marks.
2. Describe the general route of the caravans crossing the great desert of Africa from Fez to Timbuctoo. 12 marks.
3. Give Pliny's account of the process by which the Papyrus plant is prepared for writing. 12 marks.
4. (a.) Show that if the rent of land were lowered, the wages of labourers and the price of corn would not be affected. (b.) What would be the result if rents were entirely abolished? 12 marks.
5. How does Addison show that cleanliness is a mark of *politeness*, of *affection*, and of *purity of mind*? 12 marks.
6. What is the average daily quantity of food of an adult elephant? 6 marks.
7. "Let the men of lore appear
The wisest of the earth,
And expound the words of fear
Which mar our royal mirth."
- (a.) Who gave this order? (b.) What were the words of *fear* referred to? 6 marks.
8. (a.) Describe the form of the butterfly. (b.) Give an example of its sagacity. 6 marks.
9. Moses at first hesitated to go forth to the deliverance of the children of Israel. How was he encouraged and induced to go? 6 marks.
10. In the poem "Thou art, O God," to what is night compared. Give your answer in the words of the poet. 6 marks.

ARITHMETIC.—80 marks.

From 9½ to 11½ o'clock.

N.B.—Only five questions to be attempted.

1. Show how these sums can be most easily added:—

£	s.	d.	Tons.	cwt.	qrs.	lbs.
304	18	2	40	3	3	14
68	9	8	18	9	3	14
127	11	10	8	10	0	15
9	5	4	2	16	1	1

16 marks.

2. (a.) Quote the rule for *arranging* three given numbers in order to find a fourth proportional to them;
- (b.) Then state, in order, and in separate paragraphs, the several steps to be taken in solving the exercise. 16 marks.

3. Find the difference between the fractions $\frac{3}{4} + \frac{1}{5}$ and $\frac{1}{2} + \frac{1}{3}$. 16 marks. *Appendix I.*
4. Give the rules for calculating mentally the price of any number of articles—
 (a.) At an even number of shillings ;
 (b.) When the number of shillings is odd.
- Give also the reasons for these rules, and an example under each. 16 marks. *Examination Questions. Female Teachers.*
5. At what rate per pound is the income tax when, after paying it on an annual income of £275, the person can spend 12s. 6d. a day, and save £41 2s. 11d. in the year? 16 marks. *C. Papers.*
6. State the method of proving addition which may also be employed with advantage in finding the sums of large columns. 8 marks.
7. Describe the process for multiplying in one line by a number between 12 and 20 without knowing the multiplication table further than nine times nine. 8 marks.
8. What practical difficulty in division is avoided by the French practice of placing the divisor to the right of the dividend? 8 marks.
9. Assuming the moon's distance from the earth to be 240,000 miles, and one leaf of paper to be the 200th part of an inch in thickness, how near to the moon (in miles and the decimal fraction of a mile) would a pile of $3\frac{1}{2}$ trillions of such sheets reach? 8 marks.
10. Quote the rule for the subtraction of decimals, and by it find the difference of two-ninths and two nine-thousandths. 8 marks.

II.—QUESTIONS proposed at the Examination of Teachers (June, 1880). Candidates for Certificates to teach certain Extra Branches in National Schools. *Examination Questions.*

GREEK.

(Four hours allowed for this Paper.)

1.—(a.) One of the following passages is to be translated, but only one should be attempted :—

ἐνταῦθα δὲ ὁ Ἀστυάγης ἀφίησι· καὶ σπᾶς ἐθεῶτο τοὺς ἀμειλιμένους ἐπὶ τὰ θηρία, καὶ φιλονεικοῦντας, καὶ διώκοντας, καὶ ἀκοντίζοντας. καὶ τῷ Κύρῳ ἦδετο ὅν ἑναμένῃ σιγῇ ὑπὸ τῆς ἡδονῆς, ἀλλ' ὥστερ σκύλαι γενναίῃ ἀνακλάζοντι, ὅποτε πλησιάζοι θηρίῳ, καὶ παρακαλοῦντι ὀνομασίᾳ ἕκαστον. καὶ τοῦ μὲν καταγελῶντα αὐτὸν ὁρῶν εὐφραίνετο τὸν δὲ τίνα καὶ ἵπαινοῦντα αὐτὸν ἡσθάνετο ὀνδ' ὅπωςτιοῦν φθοινερῶς. τέλος δ' οὖν, πολλὰ θηρία ἔχων ὁ Ἀστυάγης, ἀπῆε. καὶ τὸ λοιπὸν οὕτως ἦσθη τῇ τότε θήρῃ, ὥστε αἰεὶ ὅποτε οἶόν τε εἴη συνεῖχει τῷ Κύρῳ καὶ ἄλλους τε πολλοὺς παρελάμβανε, καὶ τοὺς παῖδας, Κύρου ἕνεκα. τὸν μὲν ἰὴ πλείστον χρόνον οὕτω διήγεν ὁ Κύρος, πᾶσιν ἡδονῇ μὲν καὶ ἀγαθοῦ σπονάτιος ὧν κακοῦ ἐξ οὐκένός.—*Cyropædia, I.*

(20 marks.)

1.—(b.) ταῦτα λέγοντος τοῦ παιδὸς τὸν Ἀστυάγεα ἐσθίε ἀνάγνωσας αὐτοῦ, καὶ οἱ δ' ε' τε χαρακτὴρ τοῦ προσώπου προσφέρεσθαι ἐδόκει ἐς ἐαυτὸν καὶ ἡ ὑπάρσις ἐλευθεριωτὴρ εἶναι, δ' τε χρόνος τῆς ἐκθίσιος τῇ ηλικίᾳ τοῦ παιδὸς ἐδόκει συμβαίνειν. ἐκπλαγεὶς δὲ τούτοις ἐπὶ χρόνον ἀφθογγος ἵν' μέγας εἰ δὴ κοτε ἀνευχεῖσθαι εἶπε, θέλων ἐκπέμψαι τὸν Ἀρτεμβάρεια, ἵνα τὸν βασιλεὺς μῶνον λαβὼν βασανίσῃ· "Ἀρτεμβαρεις, ἐγὼ ταῦτα ποιήσω, ὥστε σὲ καὶ τὸν παῖδα τὸν σὸν μηδὲν ἐπιμέμψεσθαι." τὸν μὲν εἰς Ἀρτεμβάρεια πέμψει, τὸν δὲ Κύρον ἦγον ἔσω οἱ θεράποντες κελύσαντος τοῦ Ἀστυάγεα.

Appendix I. ἐπεὶ δὲ ὑπελέλειπτο ὁ βουλευόμενος μουνόθεν, τότε αὐτὸν εἰρετο ὁ Ἄστυάγης, κῶθεν λάβοι τὸν παῖδα καὶ τίς εἴη ὁ παραδοῖς. ὁ δὲ ἐξ ἑωυτοῦ τε εἶπε γεγονέναι καὶ τὴν τεκοῦσαν αὐτὸν εἶναι παρ' ἑωυτοῦ. Ἄστυάγης δὲ μὴ οὐκ εἰς βουλεύεσθαι εἶπε ἐπιθυμῶντα εἰς ἀνάγκας μεγάλας ἀπικνέεσθαι, ἅμα τε λέγων ταῦτα ἐσθίμηναι τοῖσι δορυφόροις λαμβάνειν αὐτόν. ὁ δὲ ἀγόμενος εἰς τὰς ἀνάγκας, οὕτω δὲ ἔφαινε τὸν ἰόντα λόγον. ἀρχόμενος δὲ ἀπ' ἀρχῆς διεξήει τῇ ἀληθείῃ χρεώμενος, καὶ κατέβαινε εἰς λιπὴς τε καὶ συγγνώμην ἑωυτοῦ κελεύων ἔχειν αὐτόν.—HERODOTUS I.

(20 marks.)

2.—(a.) One of these passages is to be translated, but not more than one should be attempted.

εἰ δὲ ποτ' ἔς γε μίαν βουλεύσομεν, οὐκ ἔτ' ἔπειτα
 Τρωσὶν ἀνάβλησις κακοῦ ἔσσεται, οὐδ' ἡβαιὸν.
 νῦν δ' ἔρχεσθ' ἐπὶ δεῖπνον, ἵνα ξυνάγωμεν Ἀρηᾶ
 εἷ μὲν τις δόρυ θηξάσθω, εἷ δ' ἄσπιδα θέσθω,
 εἷ δὲ τις ἵπποισι δεῖπνον δότω ὠκυπόδεσσι,
 εἷ δὲ τις ἄρματος ἀμφὶς ἰδὼν πολέμοιο μεδέσθω,
 ὥς κε παρημέριοι στυγερῶ κρινώμεθ' Ἀρηῇ.
 οὐ γὰρ πανσολή γε μετέσσεται, οὐδ' ἡβαιὸν,
 εἰ μὴ νῦν ἔλθοῦσα διακρινέει μένος ἀνδρῶν.
 ἰδρώσει μὲν τευ τελαμῶν ἀμφὶ στήθεσιν
 ἄσπιδος ἀμφιβρότης, περὶ δ' ἔγχει χεῖρα καμῖται·
 ἰδρώσει δὲ τευ ἵππος ἐθέσων ἄρμα τιταίνων.
 ὃν δὲ κ' ἐγὼν ἀπάνευθε μάχης ἐθέλοντα νοήσω
 μιμνάζειν παρὰ νηυσὶ κορωνίσιν, οὐ οἱ ἔπειτα
 ἄρκιον ἔσσειται φυγεῖν κύνας ἢ δ' αἰωνοῦς.—*Iliad*, II.

(20 marks.)

2.—(b.) καὶ ἐν τούτῳ τῇ καιρῷ τὸ μὲν βαρβαρικὸν στρατεύμα ὁμαλὸς προΐει, τὸ δὲ Ἑλληνικὸν ἔτι ἐν τῷ αὐτῷ μένον συνετάττετο ἐκ τῶν ἐπιπροσιόντων. καὶ ὁ Κῦρος παρελαύνων οὐ πᾶν πρὸς αὐτῷ τῷ στρατεύματι κατεβῆτο ἐκατέρωσε ἀποβλέπων, εἰς τε τοὺς πολεμίους καὶ τοὺς φίλους. ἰδὼν δὲ αὐτὸν ἀπὸ τοῦ Ἑλληνικοῦ Ξενοφῶν Ἀθηναῖος, ἐπελάσας ὥς συναντήσαι, ἤρετο εἰ τι παραγγέλλοι. ὁ δ' ἐπιστήσας εἶπε καὶ λέγειν ἐκέλευε πᾶσιν ὅτι καὶ τὰ ἱερὰ καὶ τὰ σφάγια καλὰ. ταῦτα δὲ λέγων βορύβου ἤκεισε διὰ τῶν γάτων ἰώτος, καὶ ἤρετο τίς ὁ θόρυβος εἴη. ὁ δὲ Ξενοφῶν εἶπεν ὅτι τὸ σύνθημα κατέρχεται δεύτερον ἡδῆ. καὶ ὃς ἐθαύμασε τίς παραγγέλλει καὶ ἤρετο ὅτι εἴη τὸ σύνθημα. ὁ δ' ἀπεκρίνατο ὅτι Ζεὺς Σωτὴρ καὶ Νίκη. ὁ δὲ Κῦρος ἀκούσας Ἀλλὰ ἔλχομαι τε, ἔφη, καὶ τοῦτο ἔστω. ταῦτα δ' εἰπὼν, εἰς τὴν ἑαυτοῦ χώραν ἀπήλαυνε· καὶ οὐκέτι τρία ἢ τέτταρα στάδια διεσχέτην τὴν φάλαγγα ἀπ' ἀλλήλων ἡνίκα ἐπαιάνιζόν τε οἱ Ἕλληνες καὶ ἤρχοντο ἀντίοι ἵναί τε τοὺς πολεμίους.—*Anabasis* I.

(20 marks.)

3. Translate into Attic Greek:—

A government so mild, and possessing so many advantages both for the state and private citizens, excited a general esteem and love for its wise regulator. Even when he proposed to the Senate, with more policy than sincerity, the resignation of his power, the Senators, either through a dread of new evils, or through attachment to his person, entreated him

to continue in the possession of the supreme authority. He had, or pretended to have, the modesty to accept it only for ten years, but it was bestowed on him for ten more, when that term had elapsed. (30 marks.)

4. What is the difference in signification between the active and the middle voices of the following verbs?—*λούω, τάλω, μισθώ, γαμέω.*

(4 marks.)

5.—(a.) What answer is expected to the question—*ἀρα μὴ ἐστὶν ἀσθενής?*

(b.) How are wishes impossible of fulfilment expressed in Greek?

(c.) Which is the narrative tense in Greek, and which the descriptive?

(3 marks.)

6. Translate the expressions:—

(1) *ἀνακῶς ἔχειν τιός.*

(2) *δυνατώτεροι αὐτοὶ αὐτῶν ἐγίγνοντο.*

(3) *ὁ ἀνθρώπος τίθει φιλίην.*

(4) *τίς μοι φύλαξ ἦν εἰ σὺ συμφορᾶς*

τύχοις

(5 marks.)

7.—(a.) Explain the terms *ἱερὰ* and *σάγια* that occur in the extract from the "Anabasis."

(b.) Comment upon the peculiarity of construction in *καὶ ἤερο τίς ὁ θύμβος εἶη* and in *καὶ ὅς ἐθαύμασε τίς παραγγέλλει* from the same passage.

(c.) Point out the force of the imperfect and of the aorist in *ὥς δὲ πορευομένων ἐξεκύμασεν τι τῆς φάλαγγος, τὸ ἐπιλειπόμενον ἤρξατο ὁρᾶν* *θεῖν.*

(9 marks.)

8. Parse fully the following words in the passage from Homer, *θηλάσθω, μετέσσεται, καμείται;* and the following in the passage from Herodotus, *ἐκπλαγείς, ἀνενειχθεῖς, διεξήν.*

(4 marks.)

LATIN.

Three hours and a-half allowed for this paper.

(Of the following extracts candidates are to select only two for translation into English, viz., one in prose and one in verse; the same value is attached to each.)

I.

Caelo supinas si tuleris manus
 Nascente Luna, rustica Phidyle,
 Si thure placaris et horna
 Fruges Lares avidaque porca.
 Nec pestilentem sentiet Africum
 Fecunda vitis, nec sterilem seges
 Robiginem, aut dulces alumni
 Pomifera grave tempus anno.
 Num quae nivali pascitur Alcido
 Devota quercus inter et ilices,
 Aut crescit Albanis in herbis
 Victima, pontificum secures
 Cervice tinget: te nihil attinet
 Tentare multa caede bidentium
 Parvos coronantem marino
 Rore deos fragilique myrto

Appendix I.

Examination Questions.

Immunis aram si tetigit manus,
Non sumptuosa blandior hostia
Mollivit aversos Penates
Farre pio et saliente mica.

HORACE.

(a.) Exhibit the metrical scheme of the foregoing, and name the species of strophe.

(b.) State and account for the mood and tense of *tuleris* and *placaris*.

(c.) Show the construction of the last stanza. (20 marks.)

II.

Jugurtha postquam, amissa Thala, nihil satis firmum contra Metellum putat, per magnas solitudines cum paucis profectus, pervenit ad Gaetulicos, genus hominum ferum incultumque, et eo tempore ignarum nominis Romani. Eorum multitudinem in unum cogit: ac paulatim consuefacit ordines habere, signa sequi, imperium observare, item alia militaria facere. Praeterea regis Bocchi proximos magnis muneribus, et majoribus promissis, ad studium sui perducit; quos adiutoribus regem adgressus, impellit, uti adversum Romanos bellum suscipiat. Id ea gratia facilius proniusque fuit, quod Bocchus, initio hujusce belli, legatos Romam miserat, foedus et amicitiam petitem: quam rem, opportunissimum incepto bello, pauci impediverant, caeci avaritia, quis omnia honesta atque inhonesta vendere mos erat. Etiam antea Jugurthae filia Bocchi nupserrat. Verum ea necessitudo apud Numidas Maurosque levis ducitur: quod singuli, pro opibus quisque, quam plurimas uxores, denas alii, alii plures, habent; sed reges eo amplius. Ita animus multitudine distrahitur: nulla pro sociis obtinet: pariter omnes viles sunt.

SALLUST.

(a.) Account for *profectus*, *petitum*, and *quis*.

(b.) Give the various meanings of *pro* with the ablative.

(c.) Show how *nubere* comes to mean *to marry*.

(d.) Supply the ellipsis at *eo amplius*. (20 marks.)

III.

Declamare doces? O ferrea pectora Vetti,
Quum perimit saevos classis numerosa tyrannos!
Nam quaecumque sedens modo legerat, haec eadem stans
Perferet atque eadem cantabit versibus isdem;
Occidit miseros crumbe repetita magistros.
Quis color et quod sit causae genus atque ubi summa
Quaestio, quae veniant diversae forte sagittae,
Nosse velint omnes, mercedem solvere nemo.—
“Mercedem appellas? quid enim scio?”—Culpa docentis
Scilicet arguitur, quod laeva parte mamillae
Nil salit Arcadico juveni, cujus mihi sexta
Quaque die miserum dirus caput Hannibal implet;
Quidquid id est, de quo deliberat, an petat urbem
A Cannis, an post nimbos et fulmina cantus
Circumagat madidas a tempestate cohortes.
Quantum vis stipulare, et protinus accipe, quid do,
Ut toties illum pater audiat. Haec alii sex
Vel plures uno conclamant ore sophistae
Et verus agitant lites, raptore relicto;
Fusa venena silent, malus ingratusque maritus,
Et quae jam veteres sanant mortaria caecos.

JUVENAL.

- (a.) Explain the force of *enim* (line 9).
 (b.) Comment on the epithet *Arcadico*.
 (c.) Some read in line 16 *quod do* for *quid do*. What difference of meaning would obtain with that reading? (20 marks.)

Appendix E.
 Examination Questions.

IV.

Ad hæc Ariovistus respondit: Jus esse belli, ut qui vicissent, iis, quos vicissent, quemadmodum vellent, imperarent: item populum Romanum victis non ad alterius præscriptum, sed ad suum arbitrium impemare consuesse. Si ipse populo Romano non præscriberet, quemadmodum suo jure uteretur, non oportere sese a populo Romano in suo jure impediri. Aeduos sibi, quoniam belli fortunam tentassent et armis congressi ac superati essent, stipendiarios esse factos. Magnam Caesarem injuriam facere, qui suo adventu vectigalia sibi deteriora faceret. Aeduis se obsides redditurum non esse, neque his neque eorum sociis injuria bellum illaturum, si in eo manerent, quod convenisset, stipendiumque quotannis penderent: si id non fecissent, longe iis fraternum nomen populi Romani abfuturum. Quod sibi Caesar denuntiaret se Aeduorum injurias non neglecturum, neminem secum sine sua pernicie contendisse. Quum vellet, congregaretur: intellecturum, quid invicti Germani, exercitatusissimi in armis, qui inter annos xiv. tectum non subissent, virtute possent.

CAESAR.

- (a.) Comment upon the use of *se* and *suis* in the foregoing extract.
 (b.) Exhibit in the Oratio Recta the sentence "Magnam Caesarem . . . faceret."
 (c.) How is *convenisset* used? (20 marks.)

V.

Ecce trahabatur passis Priameia virgo
 Crinibus a templo Cassandra adytisque Minervæ,
 Ad coelum tendens ardentia lūmina frustra:
 Lumina, nam teneras arcebant vincula palmas.
 Non tulit hanc speciem furiata mente Corœbus,
 Et sese medium injectit moriturus in agmen.
 Consequimur cuncti, et densis incurrimus armis,
 Hic primū ex alto delubri culmine telis
 Nostrorum obruimur, oriturque miserrima caedes,
 Armorum facie, et Graiarum errore jubaram.
 Tum Danaï, gemitu atque ereptæ virginis ira,
 Undique collecti invadent: acerrimus Ajax,
 Et gemini Atridae, Dolopumque exercitus omnis:
 Adversū rupto ceu quondam turbine venti
 Configunt, Zephyrusque, Notusque, et laetus Eois
 Eurus equis: stridunt silvæ, sævitque tridentī
 Spumeus atque imo Nereus ciet æquora fundo.
 Illi etiam, si quos obscura nocte per umbram
 Fudinus insidiis, totaque agitavimus urbe,
 Apparent: primi clypeos mentitaque tela
 Agnoscunt, atque ora sono discordia signant.

VERGIL.

- (a.) Account for *passis* (line 1).
 (b.) What peculiarity of construction may be noted in line 6?
 (c.) Distinguish between the Subjective and Objective Genitive.
 Under which head would you place *ereptæ virginis*?
 (d.) Exhibit the scansion of line 9. (20 marks.)

Appendix I.

Examination Questions.

VI.

Fundata deinde et potestate tribunitia, et plebis libertate; tum tribuni aggredi singulos tutum maturumque jam rati, accusatorem primum Virginium, et Appium reum deligunt. Quum diem Appii Virginium dixisset, et Appius stipatus patriciis juvenibus in forum descendisset, redintegrata extemplo est omnibus memoria foedissimae potestatis, quum ipsum satellitesque ejus vidissent. Tum Virginium, "Oratio," inquit, "rebus dubiis inventa est. Itaque neque ego accusando apud vos eum tempus teram, a cuius crudelitate vosmet ipsi armis vindicastis; nec istum ul cetera scelera impudentiam in defendendo se adicere patiar. Omnium igitur tibi, Appi Claudi, quae impie nefariusque per biennium alia super alia es ausus, gratiam facio; unius tantum criminis ni judicera dices, te ab libertate in servitutem contra leges vindicias non dedisse, in vincula te duci jubeo." Nec in tribunitia auxilio Appius, nec in iudicio populi ullam spem habebat. Attamen et tribunos appellavit; et nullo morante, arreptus a viatore, "Provoco," inquit. Audita vox una vindex libertatis ex eo missa ore, quo vindiciae nuper ab libertate dictae erant, silentium fecit. Et, dum pro se quisque, Deos tandem esse, et non negligere humana fremunt, et superbiis crudelitatisque, etsi seras, non leves tamen venire poenas; provocare, qui provocationem sustulisset, et implorare praesidium populi, qui omnia jura populi obtrisset: raptique in vincula egentem jure libertatis, qui liberum corpus in servitutem addidisset; ipsius Appii inter concionis murmur fidem populi Romani implorantis vox audiebatur.

LIVY.

1. Explain the terms *judicem ferro* (aliqui), *judicem dicere*, *dare judicem*, *judices petere*, *vindicicias*, *adlicere*.
2. Why are the subjunctive tenses *sustulisset*, *obtrisset*, &c., used in one part of the extract, and the indicative *audiebatur* in another?
3. What etymologies have been assigned for *vindex* and *judez*?
4. Explain the peculiar use of *istum* ("nec istum ad cetera scelera," &c.) (20 marks.)

GRAMMAR.

Only six questions to be attempted.

1. Decline *puer* and *ager*. Give a list of words declined in the same way, respectively, as these words are.
2. Give the superlative of *pulcher*, *similis*, *benivolus*, *noxius*, *multus*.
3. Give in tabular form the persons of the indicative present, and subjunctive present of *Possum* and *Volo*.
4. Show by examples how verbs which govern the dative in the active voice are used in the passive.
5. Give the subjunctive perfect passive of *Moneo*.
6. Conjugate *Pinto*, *Tollo*, *Lino*, *Meto*.
7. What classes of verbs take a double accusative?
8. What is an indirect question? What mood and what particles are used in expressing indirect questions?
9. *Puer de tecto decidit, ut crus frangeret.*
Puer de tecto decidit, ut crus frangeret.
Explain clearly the difference between these two sentences.

10. Note any grammatical points in the subjoined sentences:—

Jampridem pater mihi et mater mortui sunt.
 Juravi rempublicam mea unius opera salvam esse.
 Quae tua est virtus, expugnabis.
 Thebae, quod Boeotiae caput est.

Appendix I.

Exami-
 nation
 Questions.

11. When a speech is transferred to the *Oratio Obliqua* what changes of mood take place?

12. How is the want of a perfect participle in the active voice supplied? What verbs have a perfect participle with an active sense? (30 marks.)

Render into Latin prose:—

Having concluded the war in Germany Caesar determined, for many reasons, to cross the Rhine, mainly because, when he saw that the Germans were so easily forced to enter Gaul, he desired that they should tremble for their own fortunes also when they perceived that the army of the Roman people was both able and bold enough to cross the Rhine. Moreover, that portion of the cavalry of the Usipetes and Tenctheri, which I have described above as having crossed the Meuse in order to pillage and forage, and as having taken no part in the battle, had, after the flight of their comrades, betaken themselves across the Rhine into the country of the Sigambri, and united themselves with them. (30 marks.)

FRENCH LANGUAGE.

GRAMMAR.

Time—One hour and a half.

- (a.) Write out the preterite (*passé def.*) of *aller*, *vouloir*, *moudre*, *vaincre*, *être*, *avoir*.
 (b.) Pres. subjunct. of *mouvoir*, *boire*, *pourvoir*, *employer*.
- Mention some nouns ending in *ou* which take *s* in the plural.
- Mention some nouns ending in *al* and *aïl* which form the plural with an *s*.
- Give the feminine form of the adjectives *bref*, *doux*, *secret*, *sec*, *frail*, *fou*, *malin*, *turc*, *vieux*, *enchanteur*, *menteur*, *nouveau*.
- Give examples of *vingt* and *cent* taking *s*.
- Express in words 24th of August, 1797.
- Where is the place of *en* and *y*, and give examples of their use.
- What is the difference of *ou* and *où*, *la* and *là*, *des* and *dès*, *sur* and *sur*, *en* and *dans*.
- Je les ai vus*. Why is the participle past here *vus* and not *vu*? State the rule that governs this case.
- Give some clear rules for the use of the subjunctive mood. (30 marks.)

The teacher is requested to translate any two of the four first.
 V. is obligatory.

Time—One hour and a half.

Render into English:—

I.

Voilà, sans aller chercher d'autre cause, ce qui leur donne l'empire de la mer, et qui fait fleurir dans leur port un si utile commerce. Si la division et la jalousie se mettaient entre eux; s'ils commençaient à

Appendix I.
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s'amollir dans les délices et dans l'oisiveté : si les premiers de la nation méprisaient le travail et l'économie : si les arts cessaient d'être en honneur dans leur ville : s'ils manquaient de bonne foi envers les étrangers ; s'ils altéraient tant soit peu les règles d'un commerce libre : s'ils négligeaient leurs manufactures, et s'ils cessaient de faire les grandes avances qui sont nécessaires pour rendre leurs marchandises parfaites, chacune dans son genre, vous verriez bientôt tomber cette puissance que vous admirez.—*Telemague.* (20 marks.)

II.

Vue de la montagne des Oliviers, de l'autre côté de la vallée de Josaphat, Jérusalem présente un plan incliné sur un sol qui descend du couchant au Levant. Une muraille crénelée, fortifiée par des tours et par un chateau gothique, enferme la ville dans son entier, laissant toutefois au dehors une partie de la montagne de Sion, qu'elle embrassait autrefois.

Dans la région du couchant et au centre de la ville, vers le Calvaire, les maisons se serrent d'assez près ; mais au Levant, le long de la vallée de Cedron, on aperçoit des espaces vides, entre autres l'enceinte qui règne autour de la mosquée bâtie sur les débris du Temple, et le terrain presque abandonné où s'élevait le chateau Antonia, et le second palais d'Herodote.—*Chateaubriand.* (20 marks.)

III.

Ce qu'il y a d'étrange, c'est que ces amis ; qui me conviennent et qui m'entraînent, je ne les ai jamais vus dans la vie réelle. Quand je m'éveille, mon imagination ne se les représente pas. J'oublie leurs traits, leurs noms, leur nombre, et leur âge. Je sais confusément qu'ils sont beaux et jeunes ; hommes et femmes sont couronnés de fleurs, et leurs cheveux flottent sur leurs épaules. La barque est grande, et elle est pleine. Ils ne sont pas divisés par couples, ils vont pêle-mêle se choisir, et semblent s'aimer tous également, mais d'un amour tout divin. Leurs chants et leurs voix ne sont pas de ce monde. Chaque fois que je fais ce rêve, je retrouve aussitôt la mémoire des rêves précédents où je les ai vus ; mais elle n'est distincte que dans ce moment là ; le reveil la trouble et l'efface.—*G. Sand.* (20 marks.)

IV.

Oui, ma juste fureur, et j'en fais vanité,
A vengé mes parents sur ma postérité.
J'aurais vu massacrer et mon père et mon frère,
Du haut de son palais précipiter ma mère,
Et dans un même jour égorger à la fois
(Quel spectacle d'horreur !) quatre vingts fils de rois ;
Et pourquoi ? Pour venger je ne sais quels prophètes
Dont elle avait puni les fureurs indiscrettes :
Et moi, reine sans cœur, fille sans amitié,
Esclave d'une lâche et frivole pitié,
Je n'aurais pas du moins à cette avengle rage
Rendu meurtre pour meurtre, outrage pour outrage
Et de votre David traité tous les neveux
Comme on traitait d'Achab les restes malheureux !
Où serais-je aujourd'hui, si domptant ma faiblesse,
Je n'eusse d'une mère étouffé la tendresse ;
Si, de mon propre sang ma main versant des flots,
N'eût, par ce coup hardi, réprimé vos complots ?

Racine.
(20 marks.)

V.

Appendix I.

Examination
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Render into English :—

Chéris les cœurs qui te sont attachés. Sois juste et ne crains rien. Mille fois heureux celui dont les années s'écoulent paisiblement et sans soucis ! Pen m'importe, je vous assure. Je m'en souviens parfaitement, c'était une singulière vie que je menais là. Où est votre frère ? Il vient de sortir.

(10 marks.)

COMPULSORY BOTH PASSAGES, No. 1 AND No. 2.

Time—One hour.

No. 1.

Translate into French :—

Those are the noble features that distinguish the character of the horse, whose natural qualities have been perfected by art. His education commences with the loss of his liberty, and is completed by restraint. The slavery of the horse is so ancient and so universal, that he is rarely seen in his natural state. He is always covered with harness when employed in labour, and is never entirely delivered from his bonds, even in the time destined for repose.—*Buffon*.

(10 marks.)

No. 2.

O what a beautiful tree ! What a magnificent spectacle ! How deep a river ! If I had better paper and a better pen, I should write better. What o'clock is it ? It is fifteen minutes past eleven. I have written two letters already ; and here are the two letters that I have written. Are you that child's mother ? Yes, I am.

(10 marks.)

IRISH LANGUAGE.

JUNE, 1880.

Three hours allowed for this Paper.

Irish Characters to be used in writing Irish words.

I. GRAMMAR.

1. Explain the rule *Caol le caol agus leathan le leathan*, and give one example of each part.
2. State how the genitive is formed in each of the five declensions, and give an example of each.
3. How is the English nominative absolute expressed in Irish ? Give an example.
4. Write out the combinations of the preposition *pe* with the personal pronouns.
5. Explain fully the difference between the two expressions *Uo punne ré na bóite móra*, and *Uo punne ré na bóite mór*, and quote the two syntactical rules bearing on the case.
6. When one noun governs another in the genitive, what is the rule as to the use of the article ? Give an example.
7. Explain what is meant by the historical present. Give an example.
8. When an adjective is ascribed to a noun by a verb, state the rule about the agreement or non-agreement of the adjective and noun, and give an example.

Appendix L.

Examination
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II. TRANSLATION.

Translate, literally, the following passages into English:—

(1.)

“*Al h-antle na laeithe rin gluaireodar nómra sa h-Eamhann Mhóla.*
“*Al Chlann Uíghis,*” ar *Deirdre*, “*atá cónaigha agamha tóire, má*
tá Conculbar ar tí feille do déanamh orainn.” “*Cá cónaigha rin?*”
ar *Maire*. “*Má léigheir ríbhí ran tús a b-puil Conculbar, agus*
maire Ulaib, ní b-puil Conculbar ar tí feille do déanamh orainn, agus
má’r a t-tús na Chraibe-Reardé cuirfíodheir ríbh, atá fé ar tí feille
do déanamh orainn go veiminn.”

(2.)

“*Órug a rin an tús,*” ar an *bean*, “*óir atá doorthaibh gléshaireat*
inár b-parthas, agus cá b-riof vuit naé vaine uairt onóireat
o’fearaibh an dothain é?” *Agus má tá próinn iná tomaltar ir péibir*
iná a déile agat, tugtar éugam í.” Ro *órug an t-óglaibíar rin, agus*
ir amlaib tainis fé éuca, agus mórtóire maice ar a mhain, agus loig
ma lánm; agus léighear an mhac agus an loig ar lán, agus a vubair,
“*Ag rin feoil aguib, agus bhuirib féin í.*”

(3.)

Táir na coilm ag rúgnat’r an rathnat ag teat;
’S an blát ag bhuirib tús mhúlaib na g-crann auaib,
Óir toinn ta’n biolar go triopallat glúmeat glar
’S na corcúga ag rúlaib le h-omato do fuat na m-beat.

(4.)

’Do féiblar a lán gan rpar a t-torait mo fathgib
O’n t-Sionann go Rát ar coir bánta vaingiona an t-ríab
Ní fearat aon áit ba bneasta a’r ba tóire ná é,
Ón baile-beas bán tá lánm le bairma loc lém.

Translate the following passage into Irish; and be very careful of your spelling:—

When I was a little boy, I remember one cold winter's morning I was accosted by a smiling man with an axe on his shoulder. “My pretty boy,” said he, “has your father a grindstone?” “Yes, sir,” said I. “You are a fine little fellow,” said he, “will you let me grind my axe on it?” Pleased with his compliment of “fine little fellow,” “Oh, yes, sir,” I answered, “it is down in the shop.” “And will you, my man,” said he, patting me on the head, “get a little hot water?” How could I refuse? I ran and soon brought a kettleful. “How old are you, and what’s your name?” continued he, without waiting for a reply. “I am sure you are one of the finest lads that I have ever seen.”

MUSIC.

Appendix I.

Three hours and a half are allowed for this paper.

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Questions.

1. Transpose the following passage to the scale of E (or Mi) flat:—
(15 marks.)



2. Write the following passage on the treble staff, so that the pitch may be two octaves higher:—
(12 marks.)



3. What is the signature of D (or Re) minor? Pieces written in this scale have often one particular note affected by an accidental; what is the note and what is the accidental? (6 marks.)

4. What do the following intervals become on inversion:—A minor second; a major third; a perfect fifth? (6 marks.)

5. Write out in the scale of E (or Mi) flat, the first part of any one of the following airs:—God Save the Queen; The Meeting of the Waters; The Harp that once through Tara's Halls; Sound the loud Timbrel; Erin, the Tear and the Smile in thine eyes. (20 marks.)

6. Bar the following passage, and complete the first and last bars by the proper rests. (Note:—One bar line is given.) (10 marks.)



7. Write a bar of music in each of the following times, and have a semi-quaver rest in each:—
(5 marks.)

 $\frac{2}{4}$; $\frac{3}{4}$; C; $\frac{3}{8}$.

8. Mention two important points of difference between $\frac{3}{4}$ and $\frac{3}{8}$ time. Write two short musical passages one in each time, both consisting of the same notes. (9 marks.)

9. A major scale has the same signature as its relative minor; how are we able to tell whether a piece of music is in the major scale indicated by the signature, or in its relative minor? (11 marks.)

10. What is a clef? How many clefs are there? Make a "Great Stave," and place on it the several clefs in their proper position. (6 marks.)

DRAWING.

The Drawing Exercise consists of three parts:—

1. Practical Geometry.
2. Freehand Drawing.
3. Model Drawing.

(Time—4 hours.)

Appendix L

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Questions.

PRACTICAL GEOMETRY.

(Time allowed $1\frac{1}{2}$ hours.)

1. Divide a right line 3 inches long into seven equal parts.
2. Draw an equilateral triangle having an altitude of $2\frac{1}{2}$ inches.
3. On a right line 3 inches long describe an isosceles triangle having a vertical angle of 40° .
4. About a circle of 1 in. radius describe a triangle one of its angles being 70° and another 50° .
5. In a circle of $1\frac{1}{2}$ in. radius inscribe a regular pentagon.
6. On a right line $1\frac{1}{2}$ in. long describe a regular heptagon.
7. Make a triangle, sides 3 in., $2\frac{1}{2}$ in., and 2 in. respectively; divide it into two equal parts by a line parallel to the longest side.
8. Make any six sided rectilinear figure, reduce it to a triangle of equal area, and make a square equal to the triangle.
9. Divide a right line 3 in. long into extreme and mean ratio.
10. Draw an ellipse, the longer axis 4 in. the shorter axis 3 in.
(Use of box of ordinary mathematical instruments allowed.)

FREEHAND DRAWING.

(Time allowed $1\frac{1}{2}$ hours.)

A copy to be made of the example supplied, enlarged one inch in length, and wide in proportion, on the paper furnished. The name of the teacher and his school to be neatly inserted, with the date.

MODEL DRAWING.

(Time allowed 1 hour.)

The examiner will place an ordinary dinner plate on a small drawing-board about 18 in. \times 13 in. and lay a common bason on its side in the plate. The candidate will be required to draw the board, plate, and bason.

The group of objects should be placed about 2 ft. 6 in. from ground, so as to be somewhat below the eye of the draughtsman.

Candidate to insert his name and the name of his school.

The drawing to fill fairly the sheet of paper supplied.

NAVIGATION (COMPULSORY.)

Time allowed for this paper $1\frac{1}{2}$ hours.

1. What is meant by the zenith, and what are the great circles passing through it called?
2. What is the great circle called which passes through the zenith and intersects the horizon in the east and west points?
3. What is meant by amplitude of a celestial body?
4. What by its azimuth?
5. If the *magnetic rising* amplitude of a celestial body be to the *left* of the calculated *true*, what is the denomination of the compass variation called?
6. If to the right, what then?
7. If the *magnetic azimuth*, in either north or south hemisphere, in forenoon or afternoon, be to the *right* of *true azimuth*, whether is the compass variation east or west?

8. What are the corrections for an apparent altitude of the sun ; state the corrections that are always subtractive, any always additive, and some that may be additive or subtractive. Give the reason in each case, particularly for the two latter conditions.

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9. Why are there no corrections for parallax or semidiameter made for stars ; and when and why are they usually omitted for planets, except the moon ?

10. On May 1st the observed mer. alt. of Sun's L.L. was $69^{\circ} 30' 16''$ Z.N. in long. $47^{\circ} 15' W.$ Index error $+3' 33''$, eye 14 feet, sun's declination was $14^{\circ} 59' 27'' N.$ dif. for an hour $+45' 23''$, and semidiameter $15' 54''$ —required the lat. of ship's position.

(Candidates to select any four of the following—and four only).

Time allowed for this paper $1\frac{1}{2}$ hours.

11. If on April 29, in lat. $36^{\circ} 29' N.$ and long. $12^{\circ} W.$ at 5h. 32m. A.M. mean time, the sun's rising magnetic amplitude was observed to be $E. 3^{\circ} 20' N.$; the sun's declination at mean noon on April 28th was $14^{\circ} 3' 45''$ north, dif. in an hour $= +45' 04''$, and semidiameter $15' 55''$; required the variation of compass.

12. On January 3rd in lat. $38^{\circ} 17'$ south, long. $25^{\circ} E.$, the magnetic amplitude at rising was $E. 16^{\circ} 20' S.$, required the variation of ship's compass.

13. Prove that \sin of true amplitude $= \sin$ of true dec. $\times \sec$ true lat.

14. Prove the $\sin \frac{1}{2} Az =$

$$\sqrt{\frac{\cos S \cos (S-p)}{\cos a \cos l}} = \sqrt{\cos S \cos (S-p) \sec l \sec a},$$

where p is put for polar distance, a for altitude, and l for latitude.

15. If on May 17th at 2 P.M. (mean time in lat. $48^{\circ} 30' S.$ and long. $90^{\circ} E.$ the alt. of sun's u.L. corrected for I.E. bc $17^{\circ} 16'$, eye 10 feet, and the sun's magnetic bearing due N. ; required the variation. On May 16th sun's dec. was $19^{\circ} 2' 13'' N.$, dif. $+34' 5''$, and semid. $15' 51''$.

16. March 5th at 10 P.M. (M.T.) in lat. $21^{\circ} 3' N.$ and long. $17^{\circ} E.$ when alt. of Spica was $22^{\circ} 2' 30''$ increasing, I.E. $= -1' 30''$, eye 15 ft., bearing of Spica was $S. 33^{\circ} 45' E.$, required the variation of compass—declination of Spica $= 10^{\circ} 24' 18'' S.$

17. Prove that $\sin \frac{1}{2} h =$

$$\sqrt{\frac{\cos S \cos (S-a)}{\cos l \sin p}} = \sqrt{\sec l \csc p \cos S \cos (S-a)},$$

Where l = lat. ; p = polar distance ; a = alt. ; and h = hour-angle.

18. On Queen's birthday 1855, at 2h. 20m. P.M. (M.T.) in lat. $40^{\circ} 17' 26'' N.$, when chronometer showed 8h. 22m. 7s., the observed alt. of sun's L.L. was $53^{\circ} 48' 34''$, I.E. $= -1' 15''$, eye 17 ft. ; required the long. April 10th at noon, chron. was fast on G.M.T. 3m. 27.5s., gain 4.5s. daily. Dec. at noon May 24th, $20^{\circ} 13' 12'' N.$, dif. $+27' 66''$, semid. $15' 49' 4''$.—Eq. time,—on A.T. 3m. 29.50s., dif. for an hour $.221 s.$

(This paper to be attempted by all the Candidates.)

Time 1 hour.

Prove the four following fundamental formulæ in trigonometry :—

$$\sin (A+B) = \sin A \cos B + \cos A \sin B$$

$$\sin (A-B) = \sin A \cos B - \sin B \cos A.$$

$$\cos (A+B) = \cos A \cos B - \sin A \sin B.$$

$$\cos (A-B) = \cos A \cos B + \sin A \sin B.$$

Appendix I. Show then that $\sin(A+B) + \sin(A-B) = 2 \sin A \cos B$,
 and $\sin(A+B) - \sin(A-B) = 2 \cos A \sin B$,
 and $\cos(A-B) + \cos(A+B) = 2 \cos A \cos B$,
 and $\cos(A-B) - \cos(A+B) = 2 \sin A \sin B$.

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May 24th at noon, a point of land in lat. $47^{\circ} 11' N.$ and long. $3^{\circ} 13' W.$ bore by compass E.N.E. $\frac{1}{4} E.$ distant 16 miles, the ship's head being south by compass, dev. $3^{\circ} W.$ She sailed as by the following log account, required the lat. and long. in, at noon on May 25th:—

H.	K.	$\frac{1}{4}$ ths.	Course.	Winds.	Lee Way Pts.	Deviation.	Remarks.
1	2	5	E.N.E. $\frac{3}{4} E.$	N. $\frac{1}{2} E.$	2	$10^{\circ} 0' R.$	P.M.
2	3	3					
3	4	1					
4	5	2					
5	3	5	W.N.W.	N. $\frac{1}{4} E.$	$1\frac{1}{2}$	$6^{\circ} 50' W.$	
6	4	2					
7	3	6					Variation of compass $8\frac{1}{4} W.$
8	3	7					
9	4	2	S.S.W. $\frac{1}{4} W.$	West.	$2\frac{1}{2}$	$3^{\circ} 0' W.$	
10	4	1					
11	3	6					
12	3	2					
1	4	1	N.N.W. $\frac{1}{4} W.$	West.	$1\frac{1}{2}$	$1^{\circ} 40' W.$	A.M.
2	3	3					
3	4	1					
4	4	1					
5	4	2					
6	3	6	S.E. $\frac{1}{4} E.$	S.S.W.	$1\frac{1}{2}$	$3^{\circ} 40' E.$	A current set the ship the last 3 hours by compass S.S.W. 2 miles an hour.
7	3	7					
8	4	1					
9	2	5	S.W. $\frac{1}{4} W.$	S. by E. $\frac{1}{4} E.$	$2\frac{1}{2}$	$7^{\circ} 27' W.$	
10	4	2					
11	4	1					
12	5	2					

INORGANIC CHEMISTRY.

(N.B.—Three hours are allowed for this paper. Teacher may attempt all the questions.)

- Describe the preparation of phosphorus from bones, and give the equations which express the reactions that take place during the process.
15 marks.
- How would you perform the qualitative analysis of a solution containing potassium, barium, iron, and manganese?
15 marks.
- How would you determine the commercial value of a specimen of bleaching powder?
15 marks.
- Give a brief account of the mode of estimating (a), the aqueous vapour; (b), the carbonic anhydride present in the atmosphere.
15 marks.
- How is a "mixture" distinguished from a "compound"? What are the reasons for believing that the atmosphere is a mixture?
10 marks.
- How would you prepare nitric acid, nitric oxide, and ammonia? Give the equations in each case.
10 marks.
- Give an explanation of the terms, "atom," "molecule," and "compound radical," as used in modern chemistry.
10 marks.

8. The following is the analysis of a mineral :—

Magnesium, . . .	34.16
Silicon, . . .	20.28
Oxygen, . . .	45.56

100.

Give the empirical formula of the mineral, and show how you obtain it.
 [Mg=24; Si=28.5; O=16.] 10 marks.

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GEOLOGY.

(N.B.—Three hours are allowed for this paper. Teacher may attempt all the questions.)

1. Describe any formation which you have examined practically. State the locality, and mention the chief fossils you found. 15 marks.
2. Explain, by the aid of drawings, the chief differences in the structure of *Ammonite* and *Nautilus*. 15 marks.
3. Give a brief account of the *Glacial period*. What geological effects are produced by ice at the present day? 15 marks.
4. What do you suppose to be the origin of volcanoes and the cause of their eruptions? How are volcanic ashes formed? What is their composition? 15 marks.
5. Give a sketch of a trilobite. In what formations are trilobites found? 10 marks.
6. What is the composition, and what is the origin of granite? Show by a drawing how granite usually occurs among stratified rocks, and account for the position in which it is found. 10 marks.
7. In what parts of Britain are Miocene strata found? What fossils in these strata indicate that they belong to the Miocene age? 10 marks.
8. What are atolls, barrier reefs, and fringing reefs? Explain their formation. 10 marks.

VEGETABLE PHYSIOLOGY AND BOTANY.

(N.B.—Three hours are allowed for this paper. Teacher may attempt all the questions.)

1. Give an account of the natural system of the classification of plants, and point out its special advantages. 15 marks.
2. Give the distinctive characters of the natural order Umbelliferae. Mention some common examples of plants of this order, giving both their popular and scientific names. 15 marks.
3. From what plants, and from what parts of the plants, are the following obtained :—cloves, hops, pepper, saffron, indigo, cork, opium, quinine, strychnine? State in each case where the plant is indigenous. 15 marks.
4. You place before your class a specimen of the common field poppy in flower, and you proceed to give a botanical description of the whole plant. Give a brief summary of your lesson. 15 marks.
5. What are the different kinds of roots? How are roots distinguished from underground stems? 10 marks.
6. Give an account of the structure and functions of the leaf and of the pith of plants. 10 marks.

- Appendix I.* 7. Give a short account of inflorescence. State examples of the different kinds of inflorescence. 10 marks.
8. What are the chief sugar-yielding plants? State the natural order to which these plants respectively belong, and the native country of each. 10 marks.

ANIMAL PHYSIOLOGY AND ZOOLOGY.

(N.B.—Three hours are allowed for this paper. Teacher may attempt all the questions).

- Describe the structure of a human tooth. How are the teeth formed? Give the "dental formula," stating the number, names, and positions of the teeth of an adult man. 10 marks.
- What is the appearance presented by a drop of blood under the microscope—
(a) when freshly drawn?
(b) after the lapse of a quarter of an hour? 10 marks.
- Describe the structure and state the functions of the liver. 15 marks.
- Give an account of respiration. State briefly how respiration is effected in the mammalia, birds, fishes, reptiles, and insects respectively. 15 marks.
- Give an account of the metamorphosis which the young of the frog undergo. 10 marks.
- To what class would you refer the common spider? Describe the chief structural peculiarities of the spider. 10 marks.
- Refer the cuttle-fish to its class and order. What other animals would you class with it? Give an account of anything remarkable in its structure and development. 15 marks.
- What birds do not possess the power of flight, and what mammals do possess this power? Give an account of the structural peculiarities and the habits of the true flying mammals. 15 marks.

Appendix K.

APPENDIX K.

I.—**POOR LAW UNIONS** which became contributory from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); also the respective amounts paid out of the Rates, during the years 1875-6, 1876-7, 1877-8, 1878-9, 1879-80.

Unions.	1875-6. 58 Unions.	1876-7. 70 Unions.	1877-8. 89 Unions.	1878-9. 28 Unions.	1879-80. 21 Unions.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Antrim, . .	451 10 5	443 14 6	451 2 0	2 1 18†	—
Armagh, . .	701 0 8	057 2 1	1,099 1 5	1,853 1 4	4 15 4‡
Bailieborough, .	240 7 10	321 14 6	—	—	—
Ballymore, . .	632 3 3	694 16 5	4 13 3*	—	—
Ballymonee, . .	306 0 3	430 0 5	2 11 10*	—	—
Ballyshannon, .	277 1 2	303 16 2	—	—	—
Banbridge, . .	635 13 5	685 15 4	677 13 1	—	806 18 3
Barnsley, . .	237 2 8	302 1 1	1 2 6*	—	—
Belfast, . .	2,738 10 1	2,842 11 4	3,102 6 4	3,403 15 4	3,979 8 2
Castletown, . .	429 13 5	476 5 11	531 8 0	—	—
Castlederg, . .	124 16 1	137 15 2	173 12 3	—	—
Cavan, . .	464 6 0	457 2 4	480 12 3	516 14 11	661 11 4

*This amount was paid subsequent to 31 Mar., 1877, but for year 1875-7. Union non-contributory for 1877-8.
†This amount was paid subsequent to 31 Mar., 1878, but for year 1877-8. Union non-contributory for 1878-9.
‡This amount was paid subsequent to 31 Mar., 1879, for year 1878-9. Union non-contributory for 1879-80.

I.—POOR LAW UNIONS which became contributory—continued.

Appendix K.

UNIONS	1875-6. 65 Unions.	1876-7. 70 Unions.	1877-8. 75 Unions.	1878-9. 78 Unions.	1879-80. 81 Unions.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Clogher, .	143 19 7	176 10 7	—	—	—
Cloone, .	283 18 3	296 11 11	303 0 5	303 0 5	415 9 6
Coleraine, .	557 5 0	634 14 10	5 5 2 ⁰	—	—
Cookstown, .	354 10 0	357 10 6	407 3 7	—	373 13 1
Doonpatrick, .	610 14 2	679 18 8	653 4 4	737 9 2	751 7 1
Dungannon, .	481 6 7	473 0 8	382 8 8	461 13 8	3 0 0
Enniskillen, .	374 14 1	432 9 0	321 0 7	4 13 0 ⁺	—
Gorta, .	141 2 0	171 10 8	—	—	—
Inishowen, .	240 5 6	251 3 9	240 13 11	—	—
Inverness, .	170 18 9	186 12 5	206 3 10	260 13 2	270 17 4
Kilkeel, .	116 7 2	146 17 2	160 16 11	163 1 3	—
Larne, .	509 14 7	570 14 10	530 16 5	639 15 3	28 11 9 [†]
Letterkenny, .	139 6 6	116 9 5	118 3 3	0 10 6 [†]	—
Lisnakeilly, .	—	267 3 3	235 13 8	290 13 0	311 9 1
Lisburn, .	563 11 1	609 0 2	665 5 7	716 12 0	812 7 0
Lisnakeilly, .	206 1 3	203 12 4	9 4 3 ⁺	—	—
Londonderry, .	546 7 8	593 10 11	635 11 1	—	—
Lurgan, .	687 6 4	757 8 11	8 9 5 ⁺	—	—
Magherafelt, .	596 7 4	644 5 4	22 5 3 ⁺	—	—
Millfield, .	100 0 4	186 14 9	161 1 3	177 16 5	196 12 6
Monaghan, .	—	531 13 9	604 1 8	632 15 3	684 0 6
Newry, .	554 4 3	636 14 6	621 3 8	637 19 0	523 14 10
Newtownards, .	667 17 4	697 0 3	716 10 4	32 14 9	—
Omagh, .	335 18 9	463 15 10	531 17 8	621 16 11	6 0 11 [‡]
Strabane, .	344 19 6	413 0 9	455 0 6	8 9 2 [†]	438 0 11
Ballyvaughan, .	51 0 2	53 7 9	51 19 0	60 9 6	61 16 0
Banham, .	265 5 9	296 1 0	—	—	—
Cahirleeven, .	436 15 0	26 7 9	397 14 11	2 3 10 [†]	—
Carrick-on-Suir, .	—	231 9 8	—	—	—
Clogheen, .	306 10 3	296 3 10	354 11 0	432 10 6	446 0 7
Cork, .	1,497 10 2	1,582 0 0	1,818 9 10	1,500 12 6	51 17 11 [‡]
Dungarvan, .	184 12 8	199 6 4	—	—	—
Kantuck, .	577 15 4	606 10 4	—	—	—
Kilmallock, .	500 18 7	581 15 4	—	—	—
Lisamore, .	268 3 9	235 7 1	—	—	—
Middleton, .	429 15 4	400 19 4	448 0 8	406 11 9	3 15 7
Mitchelstown, .	266 4 8	270 4 9	—	—	—
Nenagh, .	426 17 9	411 3 5	—	—	—
Waterford, .	353 11 5	251 0 6	—	—	—
Youghal, .	285 16 0	279 13 9	—	—	—
Ballymahon, .	172 15 3	101 10 0	4 17 0 ⁺	—	—
Carlow, .	436 9 10	476 1 0	446 15 2	531 8 9	3 16 10 [†]
Castlerea, .	102 0 3	225 17 3	226 7 5	242 2 6	250 12 10
Delvin, .	187 3 0	181 2 8	—	—	—
Donaghmore, .	57 9 0	66 11 5	63 15 10	60 2 11	80 19 7
Dublin, North, .	625 13 0	383 1 10	929 2 1	{ 162 0 10 [‡] 6 15 0 [†] }	—
Dublin, South, .	823 1 11	706 15 6	19 2 9 ⁺	—	—
Dunalk, .	800 18 8	327 4 1	407 18 10	454 9 10	—
Edulerry, .	214 4 4	199 17 0	161 0 0	185 0 3	214 8 10
Kells, .	228 4 8	253 13 9	248 17 8	263 1 4	307 2 7
Navan, .	275 19 9	306 4 8	—	310 17 11	334 3 2
Oldcastle, .	283 1 4	249 11 11	7 16 11 ⁺	—	—
Parnassmore, .	301 16 9	304 2 10	—	—	—
Trillick, .	—	225 8 10	217 11 1	214 12 3	261 14 3
Ballymore, .	182 6 0	171 0 6	—	—	1 12 0 [†]
Boyle, .	743 16 3	755 9 5	67 17 6 [‡]	—	—
Gort, .	—	106 10 4	—	—	—
Sligo, .	553 6 10	538 11 7	633 15 4	—	—
Glin, .	—	—	—	95 10 3	118 9 5 [‡]
Total, .	27,918 6 10	30,489 19 6	21,687 18 10	16,791 0 11	12,804 13 6

* This amount was paid subsequent to 31 Mar., 1877, but for year 1876-7. Union non-contributory for 1877-8.

† This amount was paid subsequent to 31 Mar., 1878, but for year 1877-8. Union non-contributory for 1878-9.

‡ This amount is the balance repaid to the Union, it having ceased to be contributory after 31 Mar., 1877.

§ This amount is the balance repaid to the Union, it having ceased to become contributory after 31 Mar., 1878.

|| This amount was paid subsequent to 31 Mar., 1879, for year 1878-9. Union non-contributory for 1879-80.

Appendix K.

NON-CONTRIBUTORY UNIONS.

II.—Returns showing (a) number of non-contributory Poor Law Unions in each of the years 1876-7, 1877-8, 1878-9, and 1879-80; (b) number of Schools in these Unions eligible for Results Fees; (c) number of those Schools entitled to the additional Results Fees contingent on Local Aid; (d) amount of Results Fees (2nd moiety) paid to the Teachers of those Schools; (e) amount locally provided for obtaining the Results Fees (f) number of Schools in which Local Aid was insufficient; (g) amount lost to the Teachers of those Schools by failure of Local effort.

	Number of non-contributory Poor Law Unions.	Number of Schools in these Unions eligible for Results Fees.	Number of those Schools entitled to the additional Results Fees contingent on Local Aid.	Amount of Results Fees (2nd moiety) paid to the Teachers of those Schools.	Amount locally provided where the additional Results Fees were allowed.	Number of Schools in which the Local Aid was insufficient.	Amount lost to the Teachers of those Schools by failure of Local Aid.
				£ s. d.	£ s. d.		£ s. d.
1876-7,	94	3,272	2,696	22,367 13 8	40,650 3 2	†549	3,049 19 2
1877-8,	124	4,750	4,508	36,301 10 2	74,382 3 18	282	935 8 4
1878-9,	135	5,746	5,578	46,449 4 7	90,981 6 5	168	643 4 11
1879-80,	142	6,018	5,756	53,626 16 2	97,879 10 8	254	1,316 11 6

Appendix L.

Results—
Model
Schools.

APPENDIX L.

(a).—MODEL SCHOOLS.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1879, was 94.

This includes Model Evening Schools.

Number of pupils on School Rolls on last day of month preceding inspection:—Males, 6,605; Females, 5,025; Total, 11,630.

Number who had made 100 attendances, or over, within the results year, and were present and examined on day of inspection for results fees:—Males, 4,454; Females, 3,594; Total, 8,048. Per-centage to number on Rolls, 69.2.

The average daily attendance for twelve months ending last day of month immediately preceding the results examination in the respective schools was:—Males, 4,772; Females, 3,768; Total, 8,540.

Centesimal proportion of number examined to the average daily attendance was 94.2.

The following figures will show the number of pupils examined and the number promoted at the results examinations:—

GRADES.	Number examined.	Number promoted.	Per-centage Promoted.
Infants, . . .	844	322†	38.1
First Class, . .	644	519	80.2
Second Class, . .	931	794	85.2
Third Class, . .	1,184	1,000	84.6
Fourth Class, . .	1,290	1,045	81.0
Fifth Class, . .	1,939	1,511	77.9
Sixth Class, . .	1,216	965	79.3
Total, . . .	8,048	6,186	76.8

* The above amount £22,367 13s. 8d. exceeds the sum actually paid by £237 6s. 1d., owing to the failure of local parties to comply with the necessary forms in time to allow of payment being made before the close of the financial year.

† In addition to the number (549) of schools excluded from additional grant by reason of insufficient local aid, there were 25 schools to which the Commissioners declined to award results fees in consequence of untimeliness of accounts, and other serious irregularities.

‡ The number of infants to which places were assigned in these schools was 826. Infants are not usually promoted after satisfactory schooling until they reach 7 years of age.

Percentage of pupils examined in each class to the total number examined in all the classes:—

Percentage in Infants' Grade,	10.5
Class I.,	8.0
Class II.,	11.6
Class III.,	14.7
Class IV.,	16.0
Class V.,	24.1
Class VI.,	15.1
Total,	100.0

Appendix L.
Results —
Model
Schools.

GENERAL ABSTRACT OF ANSWERING.

Of the total number of infants (844) who had attended 100 days within the year, and were examined by the Inspectors, passes were assigned to 820.

Percentage of infants who gained passes to total number examined, 98.0.

SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.
READING.					GRAMMAR.				
Class I.,	644	613	95.0	8.8	Class III.,	1,184	891	74.4	20.6
" II.,	931	874	93.8	12.7	" IV.,	1,220	891	69.0	20.6
" III.,	1,184	1,129	95.2	16.3	" V.,	1,939	1,434	73.9	33.4
" IV.,	1,290	1,219	94.4	17.7	" VI.,	1,216	1,001	80.0	23.2
" V.,	1,939	1,867	97.3	27.3	Total,	5,629	4,207	76.1	100.0
" VI.,	1,216	1,181	97.1	17.1					
Total,	7,304	6,903	95.0	100.0	GEOGRAPHY.				
					Class III.,	1,184	962	81.2	22.0
SPELLING.					" IV.,	1,290	1,022	79.2	28.4
Class I.,	644	592	91.9	9.2	" V.,	1,939	1,326	72.0	32.1
" II.,	931	813	87.3	12.6	" VI.,	1,216	962	80.7	22.5
" III.,	1,184	1,015	85.7	15.8	Total,	5,629	4,365	77.5	100.0
" IV.,	1,290	1,096	84.9	17.1					
" V.,	1,939	1,760	90.7	27.4	AGRICULTURE.				
" VI.,	1,216	1,151	94.6	17.9	Class IV.,	231	145	62.7	25.1
Total,	7,304	6,427	89.2	100.0	" V.,	401	279	69.5	48.3
					" VI.,	239	154	64.4	20.6
WRITING.					Total,	871	578	66.3	100.0
Class I.,	644	627	97.3	8.9					
" II.,	931	916	98.3	13.0	BOOK-KEEPING.				
" III.,	1,184	1,165	98.3	16.6	Class V.,	1,315	960	73.0	63.2
" IV.,	1,290	1,255	97.2	17.6	" VI.,	778	569	71.7	36.8
" V.,	1,939	1,504	80.1	27.0	Total,	2,093	1,529	72.6	100.0
" VI.,	1,216	1,174	96.5	16.7					
Total,	7,304	7,041	97.7	100.0	NEEDLEWORK.				
					Class II.,	368	254	69.7	13.6
ARITHMETIC.					" III.,	409	432	105.3	17.3
Class I.,	644	564	87.5	9.3	" IV.,	527	495	93.8	19.0
" II.,	931	859	92.3	13.0	" V.,	738	708	95.9	27.1
" III.,	1,184	1,041	87.9	17.2	" VI.,	626	608	97.1	23.0
" IV.,	1,290	1,067	84.2	17.9	Total,	2,746	2,609	95.0	100.0
" V.,	1,939	1,547	79.7	25.5					
" VI.,	1,216	893	81.5	16.3					
Total,	7,304	6,070	84.2	100.0					

Appendix L.

(b.)—WORKHOUSE SCHOOLS.

Results—
Workhouse
Schools.

The total number of Workhouse Schools examined for results within the twelve months ended 29th February, 1880, was 158.

Number of pupils on school Rolls on last day of month preceding inspection :—

Males, 5,613; Females, 4,500; Total, 10,113.

Number who had made 100 attendances, or over, within the results year, and were present and examined on day of inspection :—

Males, 3,586; Females, 2,700; Total, 6,286.

Per-centage to number on Rolls, 62·1.

The average daily attendance for 12 months ending last day of month immediately preceding the results examinations in the respective schools was :—

Males, 4,250; Females, 3,451; Total, 7,701.

Centesimal proportion of number examined to the average daily attendance was 81·6.

The following table shows the number of pupils examined, and the number promoted at the results examinations :—

GRADES.	Number Examined.	Number Promoted.	Per-centage Promoted.
Infants,	1,591	597	37·5
First Class,	1,340	979	73·0
Second Class,	1,223	959	78·4
Third Class,	989	708	71·5
Fourth Class,	697	453	64·9
Fifth Class,	423	244	57·6
Sixth Class,	23	12	52·1
Total,	6,286	3,952	62·8

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in infants' grade,	25·3
Class I.,	21·3
Class II.,	19·5
Class III.,	15·7
Class IV.,	11·1
Class V.,	6·7
Class VI.,	·4
	<hr/> 100·0

GENERAL ABSTRACT OF ANSWERING.

Of the total number of infants (1,591) who had attended 100 days within the year, and were examined by the Inspectors, passes were assigned to 1,365.

Per-centage of infants who gained passes to total
number examined, 85·7

Appendix L.

Results—
Workhouse
Schools.

SCHOOL.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.
READING.					GRAMMAR.				
Class I.,	1,340	1,177	80.7	27.4	Class III.,	939	819	82.5	45.3
" II.,	1,223	1,127	92.1	26.2	" IV.,	697	418	59.9	30.6
" III.,	989	914	92.4	21.5	" V.,	423	390	73.0	21.6
" IV.,	697	654	93.8	15.2	" VI.,	23	20	86.9	1.5
" V.,	423	407	96.2	9.6	Total,	2,132	1,366	64.0	100.0
" VI.,	23	21	91.3	.5	GEOGRAPHY.				
Total,	4,695	4,300	91.8	100.0	Class III.,	939	829	83.6	44.7
SPELLING.					" IV.,	697	464	66.5	32.0
Class I.,	1,340	1,061	80.6	28.3	" V.,	423	293	69.2	26.8
" II.,	1,223	978	79.7	25.6	" VI.,	23	23	100.0	1.6
" III.,	989	803	81.1	21.0	Total,	2,132	1,408	66.0	100.0
" IV.,	697	561	80.4	14.7	AGRICULTURE.				
" V.,	423	375	88.5	9.8	Class IV.,	144	62	43.0	39.8
" VI.,	23	22	95.5	.6	" V.,	132	86	65.1	55.1
Total,	4,695	3,817	81.3	100.0	" VI.,	17	8	47.0	5.1
WRITING.					Total,	293	156	53.2	100.0
Class I.,	1,340	1,218	90.8	27.2	BOOK-KEEPING.				
" II.,	1,223	1,191	97.3	26.6	Class V.,	33	51	61.4	89.5
" III.,	989	956	96.6	21.4	" VI.,	9	6	66.6	10.5
" IV.,	697	689	97.5	18.2	Total,	92	57	61.8	100.0
" V.,	423	409	96.6	9.1	NEEDLEWORK.				
" VI.,	23	23	100.0	.5	Class II.,	482	463	96.0	37.2
Total,	4,695	4,477	95.3	100.0	" III.,	397	389	97.7	39.5
ARITHMETIC.					" IV.,	272	256	94.1	29.5
Class I.,	1,340	1,023	76.3	29.1	" V.,	149	144	96.6	11.6
" II.,	1,223	1,020	83.4	29.1	" VI.,	8	3	100.0	.2
" III.,	989	731	73.9	20.6	Total,	1,308	1,245	95.6	100.0
" IV.,	697	480	68.8	13.6					
" V.,	423	248	58.6	7.1					
" VI.,	23	19	82.6	.3					
Total,	4,695	3,520	74.9	100.0					

(c).—EVENING SCHOOLS.

Evening Schools.

The total number of evening schools examined for results within the twelve months ended 28th February, 1880, was 102.

This number is inclusive of Model Evening Schools.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 4,532 ; Females, 2,089 ; Total, 6,621.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results fees :—

Males, 1,829 ; Females, 947 ; Total, 2,776.

Per-centage to number on Rolls, 42.0

The average daily attendance for twelve months ending last day of month immediately preceding the results examinations in the respective schools was :—

Males, 2,611 ; Females, 1,289 ; Total, 3,900.

Centesimal proportion of number examined to the average daily attendance was 71.2.

Appendix L.

Results—
Evening
Schools.

The following figures will show the number of pupils examined, and the number promoted at the results examinations :—

Grades.	Number Examined.	Number Promoted.	Per-centage Promoted.
Infants,	20	18	90.0
First Class,	227	149	65.6
Second Class,	568	393	69.2
Third Class,	725	454	62.6
Fourth Class,	628	336	53.5
Fifth Class,	511	230	45.0
Sixth Class,	97	35	36.1
Total,	2,776	1,615	58.2

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	7	Class V.,	18.4
Class I.,	8.2	Class VI.,	3.5
Class II.,	20.5		
Class III.,	26.1		100.0
Class IV.,	22.6		

GENERAL ABSTRACT OF ANSWERING.

Of the total number of Infants (20) who had attended 50 evenings within the year, and were examined by the Inspectors, passes were assigned to 18.

Per-centage of infants who gained passes to total number examined, 90.0.

SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.
READING.					WRITING.				
Class I.,	227	178	78.4	7.2	Class I.,	227	184	81.1	7.4
" II.,	568	495	87.3	20.0	" II.,	568	534	94.0	29.7
" III.,	725	680	93.7	26.3	" III.,	725	679	93.7	26.3
" IV.,	628	577	91.9	23.3	" IV.,	628	610	97.1	22.6
" V.,	511	499	97.7	20.2	" V.,	511	501	98.0	15.4
" VI.,	97	74	76.3	3.0	" VI.,	97	75	77.3	2.6
Total,	2,756	2,474	89.8	100.0	Total,	2,736	2,523	92.7	100.0
					ARITHMETIC.				
					Class I.,	227	173	76.2	10.1
					" II.,	568	459	80.9	20.4
					" III.,	725	418	57.6	27.4
					" IV.,	628	342	54.5	20.0
					" V.,	511	244	47.7	14.3
					" VI.,	97	31	32.0	1.4
					Total,	2,756	1,708	62.0	100.0
SPELLING.					BOOK-KEEPING.				
Class I.,	227	156	68.7	8.3	Class V.,	1	1	100.0	100.0
" II.,	568	351	61.8	18.7	" VI.,	1	1	100.0	100.0
" III.,	725	447	61.7	23.0	Total,	1	1	100.0	100.0
" IV.,	628	423	67.4	22.5					
" V.,	511	431	84.3	23.0					
" VI.,	97	70	72.2	3.7					
Total,	2,756	1,878	68.1	100.0					

(d).—INDUSTRIAL SCHOOLS.

Appendix L.

LIST of TWENTY INDUSTRIAL DEPARTMENTS attached to National Schools on the 31st December, 1879:—

Results—
Industrial
Schools.

Dist. Roll No.	County.	School.	Dist. Roll No.	County.	School.
18 339	Monaghan.	Monaghan, . f.	40 1,935	Dublin, .	Boosterstown, f.
6 10,110	Tyrone, .	Strabane, . f.	38 3,220	King's, .	Birr, . f.
60 6,576	Cork, .	Queenstown, f.	28 3,546	Longford, .	Newtownforbes, f.
39 7,631	" .	Clonakilty, (2) f.	25 10,475	Louth, .	Drogheda, m.
69 8,239	" .	St. Nicholas, m.	35 8,682	Westmeath,	Moate, . f.
54 9,268	Kerry, .	Trillick, . (2) f.	52 4,515	Galway, .	St. Anne's, New-
51 10,634	Limerick, .	Mt. St. Vincent, f.			town Smith, f.
53 581	Tipperary, .	Casbel, . f.	34 3,322	" .	Oughterard, f.
43 4,668	" .	Thurles Convent, f.	34 6,432	" .	St. Vincent's, f.
46 9,432	" .	Tipperary, . f.	27 7,238	Roscommon,	Roscommon, f.

The total number of Industrial Schools examined for results within the twelve months ended 28th February, 1880, was 20.

Number of pupils on school rolls on last day of month preceding inspection:—

Males, 170; Females, 1,356; Total, 1,526.

Number who had made 100 attendances, or over, within the results year, and were present and examined on day of inspection:—

Males, 136; Females, 1,044; Total, 1,180.

Per-centage to number on Rolls, . . . 77.3

The average daily attendance for twelve months ending last day of month immediately preceding the results examinations in the respective schools was:—

Males, 152; Females, 1,176; Total, 1,328.

Centesimal proportion of number examined to the average daily attendance was 88.9.

The following figures will show the number of pupils examined, and the number promoted at the results examinations:—

GRADES.	Number Examined.	Number Promoted.	Per-centage Promoted.
Infants,	119	102	85.7
First Class,	168	145	86.3
Second Class,	223	181	81.2
Third Class,	249	192	77.1
Fourth Class,	220	168	76.4
Fifth Class,	187	140	74.9
Sixth Class,	14	12	85.7
Total,	1,180	940	79.7

Appendix
Results—
Industrial
Schools.

Per-centage of pupils examined in each class to the total number examined in all the classes:—

Per-centage in infants' grade,	10.1
Class I.,	14.2
Class II.,	18.9
Class III.,	21.1
Class IV.,	18.6
Class V.,	15.9
Class VI.,	1.2
	100.0

GENERAL ABSTRACT OF ANSWERING.

Of the total number of infants (119) who had attended 100 days within the year, and were examined by the Inspectors, passes were assigned to 112.

Per-centage of infants who gained passes to total number examined, 94.1

Subject.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.	Subject.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.
READING.					GRAMMAR.				
Class I.,	168	163	97.0	16.5	Class III.,	249	170	68.3	35.8
" II.,	223	198	88.8	20.1	" IV.,	230	132	57.4	21.5
" III.,	249	213	85.5	21.6	" V.,	107	149	79.6	30.9
" IV.,	230	215	93.5	21.8	" VI.,	14	11	78.6	2.3
" V.,	187	183	97.9	10.6	Total,	670	482	71.9	100.0
" VI.,	14	14	100.0	1.4					
Total,	1,061	908	92.9	100.0	GEOGRAPHY.				
SPELLING.					Class III.,	249	162	65.1	35.8
Class I.,	168	162	96.4	17.9	" IV.,	230	147	63.9	31.9
" II.,	223	169	75.8	18.7	" V.,	107	138	73.8	30.1
" III.,	249	213	85.5	21.6	" VI.,	14	12	85.7	2.6
" IV.,	230	174	75.7	18.8	Total,	670	459	68.5	100.0
" V.,	187	171	91.4	18.9					
" VI.,	14	14	100.0	1.8	BOOK-KEEPING.				
Total,	1,061	903	85.1	100.0	Class V.,	8	8	100.0	38.9
WRITING.					" VI.,	2	1	50.0	11.1
Class I.,	168	163	97.0	15.7	Total,	10	9	90.0	100.0
" II.,	223	213	95.5	20.6					
" III.,	249	246	98.8	23.7	NEEDLEWORK.				
" IV.,	230	216	93.9	20.6	Class II.,	190	178	93.7	23.1
" V.,	187	185	98.9	17.8	" III.,	205	205	100.0	27.4
" VI.,	14	14	100.0	1.4	" IV.,	200	184	92.0	25.9
Total,	1,061	1,037	97.7	100.0	" V.,	189	155	82.0	22.1
ARITHMETIC.					" VI.,	12	11	91.7	1.5
Class I.,	168	147	87.5	15.8	Total,	776	749	96.5	100.0
" II.,	223	197	88.3	22.5					
" III.,	249	207	83.1	23.6					
" IV.,	230	172	74.8	19.6					
" V.,	187	141	75.4	16.1					
" VI.,	14	12	85.7	1.4					
Total,	1,061	875	82.5	100.0					

APPENDIX M.

LITERARY CLASSIFICATION OF PUPILS, by COUNTIES, on 31st December, 1879.

PROVINCES AND COUNTIES.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	TOTAL.
ULSTER.									
Antrim, . . .	11,085	7,959	7,742	7,549	6,406	4,025	2,012	2,233	49,011
Armagh, . . .	4,027	8,240	2,845	2,686	2,274	1,512	876	1,088	18,493
Cavan, . . .	2,087	2,976	2,832	2,584	2,161	1,373	620	688	15,931
Donegal, . . .	3,018	6,133	4,527	3,545	2,787	1,624	800	981	20,020
Down, . . .	7,788	5,673	5,164	4,796	3,820	2,542	1,473	1,402	32,658
Fermanagh, . .	1,855	1,638	1,568	1,485	1,440	939	449	477	8,861
Londonderry, .	3,721	3,133	2,747	2,622	2,115	1,510	846	1,070	17,784
Monaghan, . .	2,272	2,032	1,821	1,798	1,563	1,069	643	733	11,931
Tyrone, . . .	4,508	4,339	4,061	3,586	2,915	1,878	951	1,071	23,329
Total, . . .	43,556	37,198	33,302	30,651	25,491	16,472	8,670	9,698	205,038
MUNSTER.									
Clare, . . .	9,387	2,910	2,875	2,686	2,446	1,700	926	1,271	17,654
Cork, . . .	10,256	9,268	8,163	8,506	7,296	5,440	3,135	3,775	55,774
Kerry, . . .	1,870	4,531	3,840	4,047	3,549	2,712	1,584	2,144	27,283
Limerick, . . .	3,823	3,468	3,093	2,961	2,689	2,024	1,215	1,736	21,000
Tipperary, . .	4,521	4,176	3,682	3,428	3,016	2,061	1,170	1,248	23,322
Waterford, . .	1,804	1,725	1,809	1,197	987	748	394	376	8,730
Total, . . .	28,241	26,073	23,028	22,825	19,914	14,708	8,424	10,550	133,763
LEINSTER.									
Carlow, . . .	920	942	825	708	592	408	208	218	4,811
Dublin, . . .	8,316	5,594	4,583	3,530	2,907	1,678	743	900	28,071
Kildare, . . .	1,493	1,896	1,137	1,919	709	501	210	194	6,649
Kilkenny, . . .	2,450	2,175	1,905	1,801	1,521	1,031	619	643	12,137
King's, . . .	1,629	1,521	1,274	1,042	777	504	217	195	7,139
Lancaster, . . .	1,909	1,408	1,213	988	884	525	284	264	6,870
Louth, . . .	1,471	1,423	1,187	981	906	509	262	7,022	7,022
Meath, . . .	2,167	1,898	1,587	1,616	1,276	831	423	504	10,303
Queen's, . . .	1,270	1,361	1,167	1,087	768	544	291	261	6,749
Westmeath, . .	1,486	1,454	1,200	1,112	992	578	298	316	7,530
Wexford, . . .	2,536	2,087	1,686	1,384	1,044	617	307	310	9,971
Wicklow, . . .	1,315	1,323	1,060	1,004	724	466	200	230	6,381
Total, . . .	26,371	22,503	18,924	16,390	12,800	8,192	4,122	4,323	113,688
CONNAUGHT.									
Galway, . . .	3,799	4,632	3,766	3,261	2,474	1,490	661	635	20,818
Leitrim, . . .	2,489	2,242	2,103	2,160	1,936	1,181	536	540	13,187
Mayo, . . .	4,369	5,058	4,924	3,315	2,910	1,684	799	825	28,764
Roscommon, . .	2,877	2,771	2,047	2,585	2,183	1,501	739	854	15,677
Sligo, . . .	2,233	2,377	2,183	2,680	1,741	1,187	594	740	13,146
Total, . . .	15,267	17,080	15,005	14,010	11,241	7,043	3,349	3,594	86,522
GRAND TOTAL.									
ULSTER, . . .	43,556	37,198	33,302	30,651	25,491	16,472	8,670	9,698	205,038
MUNSTER, . . .	28,241	26,073	23,028	22,825	19,914	14,708	8,424	10,550	133,763
LEINSTER, . . .	26,371	22,503	18,924	16,390	12,800	8,192	4,122	4,323	113,688
CONNAUGHT, . .	15,267	17,080	15,005	14,010	11,241	7,043	3,349	3,594	86,522
Grand Total, . .	113,435	102,917	90,259	83,876	69,449	44,415	24,565	28,165	539,011
Per-centage, . .	20.6	18.4	16.2	15.0	12.4	8.8	4.4	5.0	
Per-centage, . .	20.6	49.6			30.1				

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